

DOCUMENT RESUME

ED 222 641

CE 033 411

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TITLE Food Service. Vocational Preparation Curriculum.
INSTITUTION Missouri Univ., Columbia. Instructional Materials Lab.
REPORT NO SN-12-S
PUB DATE Jul 82
NOTE 249p.
AVAILABLE FROM Instructional Materials Laboratory, University of Missouri-Columbia, 10 Industrial Education Bldg., Columbia, MO 65211 (\$10.00).
PUB TYPE Guides - Classroom Use - Materials (For Learner) (051)
EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Autoinstructional Aids; Behavioral Objectives; Check Lists; Cleaning; Cooks; Curriculum Guides; *Dining Facilities; *Disabilities; *Disadvantaged; Dishwashing; Equipment Maintenance; Equipment Utilization; *Food Handling Facilities; *Food Service; Home Economics Skills; Housekeepers; Individualized Instruction; Instructional Materials; *Occupational Home Economics; Pacing; Performance Tests; Safety; Secondary Education; Self Evaluation (Individuals); Student Evaluation

ABSTRACT

This curriculum guide contains 14 units of self-paced, self-contained instructional materials for a secondary food service course. It is intended for instructors serving the occupational needs of various categories of disadvantaged and handicapped students. Introductory materials are notes and suggestions for instructors and a class progress chart. Each unit may contain some or all of the following components: unit objectives; self-assessment statements; introduction (brief statement of the unit theme and content); tools, material, and equipment necessary for students to understand and perform psychomotor skills in the unit; steps of procedure (simplified text and simplified line drawings that provide a step-by-step explanation of a given skill or task); and a student evaluation (including true-false, identification, matching, and steps of procedure evaluation). Units cover these topics: careers in food service, fire and electrical safety, safety guidelines, personal sanitation, washing dishes and equipment, housekeeping guidelines, table service, cafeteria service, sidework and bussing, hand tools and utensils, use and care of large equipment, storage of food and supplies, measurement skills, and handling money. (YLB)

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Food Service

Developed By: Mary Ann Kercher
Graduate Research Writer
Instructional Materials Laboratory

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Vocational Preparation Curriculum FOOD SERVICE

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Produced by the Instructional Materials Laboratory

University of Missouri-Columbia

Columbia, Missouri

July 1982

Catalog Number SN-12-S

Vocational Preparation Curriculum

FOOD SERVICE

Preface

This Vocational Preparation Curriculum guide is a Special Needs project sponsored by the Missouri Department of Elementary and Secondary Education. The purpose of this curriculum is threefold:

- to provide minimum skills for disadvantaged and handicapped students entering the mainstream,
- to supplement vocational skills of those students already in a regular training program,
- to provide vocational instructional materials for the modified classroom.

The guide is intended for instructors serving the occupational needs of various categories of Disadvantaged and Handicapped students and can be adapted to serve a wide range of instruction within those categories.

Fourteen units of self-paced and self-contained instructional materials are contained within this food service curriculum. The units contain simplified line drawings and simplified text to aid in comprehension and class activities.

Each unit within this curriculum is color coded to represent a separate section within the unit; color coding is explained as follows:

White: Objective and Student Assessment - This page presents unit objectives which the student must meet to successfully complete the unit.

The self-assessment statements help students to determine their ability to perform the unit objectives.

Goldenrod: Introduction - Contains a brief motivational statement describing the theme and content of the unit.

Salmon: Tools, Material, and Equipment - This section introduces new tools, materials and equipment necessary for a student to understand and perform psychomotor skills shown in this unit.

Canary: Steps of Procedure - Presents a verbal and illustrative step by step explanation of a given skill or task.

Pink: Student Evaluation - These sheets are used by the instructor to evaluate student performance. Different forms of evaluation are presented; including true-false, identification, matching, and Steps of Procedure evaluation.

It should be noted that this curriculum was developed as a source and guideline for the instructor. Responsibility of the instructor will be to adapt this material to suit a given teaching/learning situation. We feel this material will provide the basis for a variety of uses in a variety of special learning situations.

Vocational Preparation Curriculum FOOD SERVICE

Acknowledgments

This Vocational Preparation Curriculum guide is the outcome of efforts by the following individuals:

Mary Ann Kercher, Graduate Research Writer and Lowry City, Missouri teacher, is responsible for the writing and content of the Food Service Guide in Vocational Preparation Curriculum.

Food Service Committee Members:

Bettee Wolfe, Boonville, Missouri
George W. Hayward, Chillicothe, Missouri
Audrey Giovanni, St. Louis, Missouri
Marilyn Parker, Columbia, Missouri

Miles Beachboard, Director of Vocational Special Needs Programs, Department of Elementary and Secondary Education, Jefferson City, Missouri

Dick Omer, Supervisor, Vocational Special Needs Programs, Department of Elementary and Secondary Education, Jefferson City, Missouri

Instructional Materials Laboratory, University of Missouri-Columbia

Dan Stapleton, graphic designer, for the illustration, design, layout, and production of this guide

Mitzi Crump, composition typist, for her work in typesetting and editing

Phyllis Miller, editor, for editing the curriculum material

Harley Schlichting, Director of the Instructional Materials Laboratory, for his assistance in the preparation and completion of this Vocational Preparation Curriculum

Appreciation is also expressed to Dr. F.M. Miller of the Practical Arts and Vocational Technical Education department and Dr. C.T. Cameron, Special Education department, University of Missouri-Columbia, for their contributions toward the development of the format used in this curriculum.

A special thanks goes to all the other individuals who made contributions toward the completion of this project.

Notes to the Instructor

- Step 1 Read through the information in each unit before presenting it to the student.
- Step 2 Make sure all equipment to be used in each unit is available.
- Step 3 Prepare any handouts, visuals, or supplemental material to aid student learning activities.
- Step 4 Provide student with self-assessment (objective) page.
- Step 5 Discuss tasks on self-assessment page and give directions for completing the Show What You Can Do section.
- Step 6 Have student complete self-assessment page.
- Step 7 If student elects to take the Practical Exercise and completes it to your satisfaction, have student proceed to the next unit. If student fails to complete the Practical Exercise to your satisfaction or does not wish to take the exercise, proceed to Step 8.
- Step 8 Provide and discuss the Introduction page with student. At this time you can also discuss the Tools, Materials, and Equipment list.
- Step 9 Provide student with Steps of Procedure.
- Step 10 Depending on the capabilities of the student, select a means to present the Steps of Procedure:
 - a. have student study information independently,
 - b. go through the Steps of Procedure individually or as a group,
 - c. go through as a group, then have students work independently.
- Step 11 Instructor can demonstrate procedures to the student or class.
- Step 12 Allow student time to practice the procedure. Individual judgement by the instructor will determine proper amount of time.
- Step 13 When student feels ready, use the Practical Exercise Checklist and other unit exercises to evaluate student's performance capabilities.
- Step 14 Encourage student to study and practice outside of the classroom.

Additional Suggestions

Try a team approach when possible:

Beginning students can work together after instructor's demonstration.

One student experienced with the procedures can work with a beginner.

For nonreaders, audio-visuals of the lessons can be prepared.

Review equipment with students whenever necessary.

Exercises can be used in the following ways:

As a pencil and paper exercise

Actual identification where instructor holds up, points to, or names a particular tool or piece of equipment and asks student to locate it

Name/Object association where instructor prepares cards with names of tools and materials. Student matches name card with correct object or correct use of object

Additional modifications can be made to take care of other disadvantaged/handicapped conditions unique to your situation.

Plan visits to local food service businesses.

Student Names

WHAT THE STUDENT CAN DO

ix

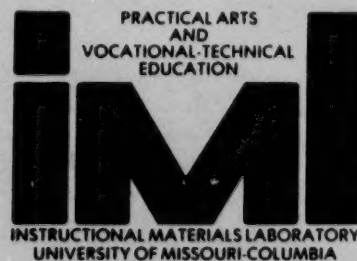
Instructor's Signature Date

Vocational Preparation Curriculum FOOD SERVICE



Unit 1 Careers in Food Service

Developed by: Mary Ann Kercher



Unit 1

Careers in Food Service

Careers in Food Service

After you study this lesson, you should be able to:

1. Name some food service businesses in your area.
2. Identify some jobs in food service.
3. Name a food service job you would like to do and tell why you would choose that job.

Show What You Can Do.

Check the statement that fits you best.

☐

I can do all the tasks above and want to do the Practical Exercise Performance Checklist.



SEE YOUR INSTRUCTOR

☐

I want to study the information in this unit before doing the Practical Exercise Performance Checklist.



TURN TO NEXT PAGE AND BEGIN

Unit 1

Careers in Food Service

Introduction

The food service industry involves all aspects of the preparation and serving of food to customers. Each of the many types of food service operations employs a variety of workers.

This unit will show you some of the many food services businesses and some of the job opportunities in food service.



TURN TO NEXT PAGE

Unit 1

Careers in Food Service

A. Types of Food Service Businesses

1. **Full Service Restaurant:** Service which includes service by a waiter or waitress, a full-course menu prepared by a cook, and seating space to eat the food



Name a full service restaurant in your area.

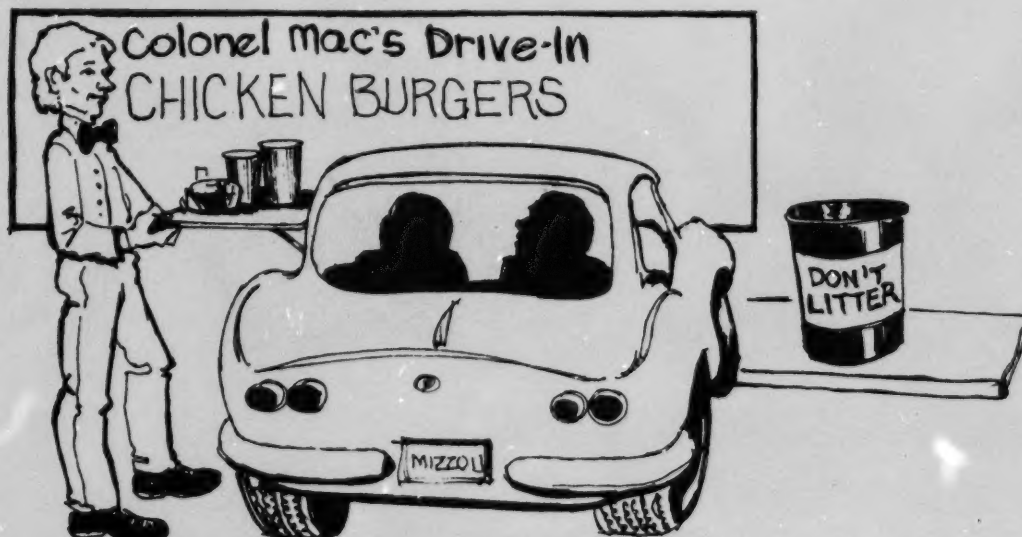
2. **Fast-Food Business:** Usually has a limited menu, quick service, and often allows carry-out or delivery service. Two types are:

Cafeteria: Customers collect food on trays and take their own food to a table



Name a cafeteria in your area.

Drive-In: Customers drive up, order food, and eat it in their cars



Now, name a Drive-In restaurant in your area.

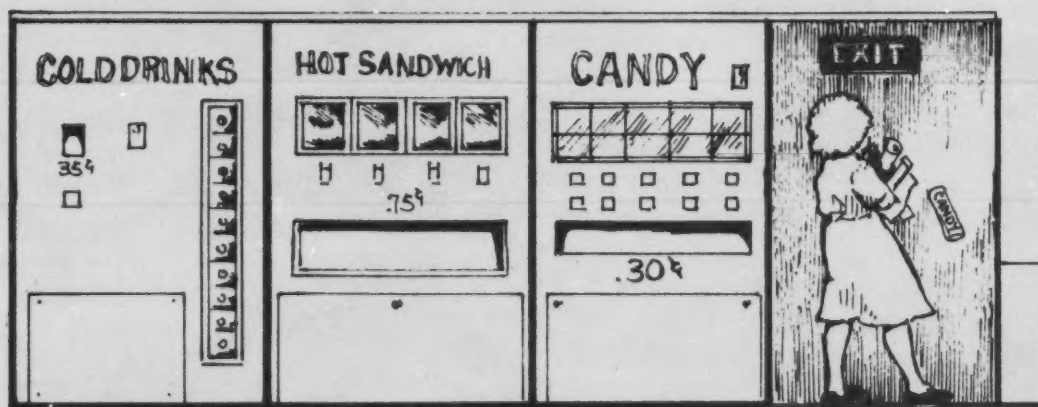
3. **Other Food Service Businesses:** Other food services provide food to business or institutions. Three different types are:

Catering Service: Prepares, transports, and serves food for special occasions such as weddings and parties



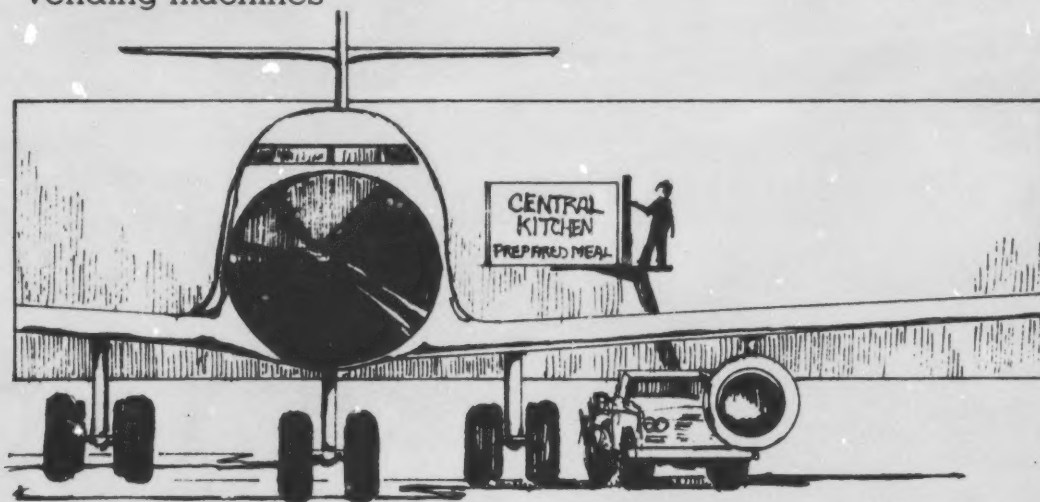
Name a catering service in your area.

Hospital or Industrial Service: Provides food for groups of people in schools, hospitals, corrections institutions, or businesses; menu is usually limited



Name a place in your area that would have a food service like this.

Commissary: A central kitchen which prepares food which will be eaten at other places such as schools, airplanes, or vending machines



Write the name of a commissary in your area.

TURN TO NEXT PAGE

B. Jobs in Food Service

The food service industry involves many jobs and levels of skill. Following are some of the most common food service jobs. In small businesses, one worker may do several of these jobs.

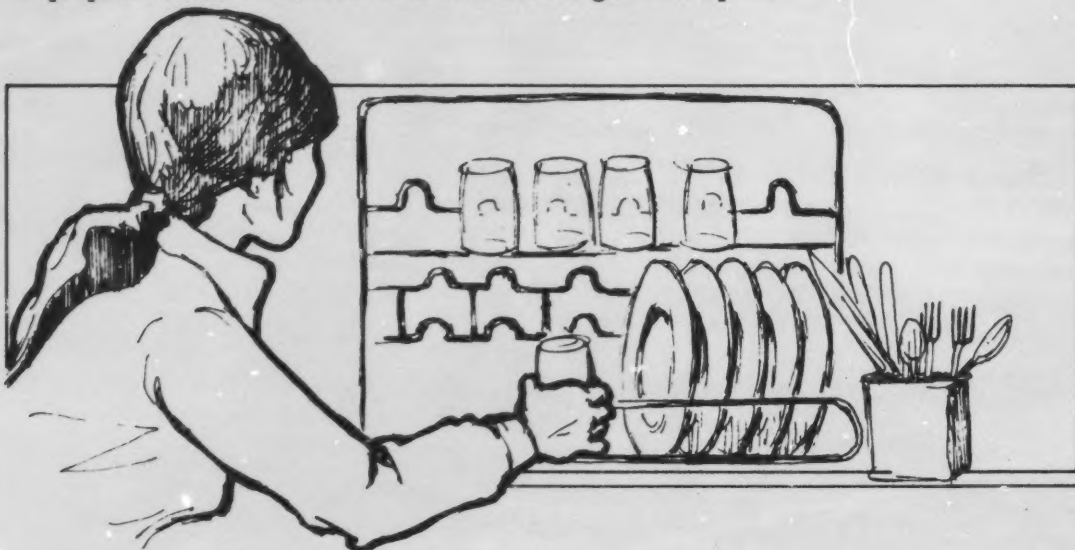
1. **Waiter or Waitress:** Person who takes orders and serves food to customers



2. **Busgirl or Busboy:** Person who clears table, resets it, fills water glass, and helps keep dining area clean



3. **Dishroom Worker:** Person who keeps dishes, cooking tools, equipment and floors clean and in good repair



4. **Chef or Cook:** Person who supervises preparation of food and often cooks meats and vegetables



5. **Cafeteria Line Worker:** Person who serves portions of food to customers who walk by and pick up food



6. **Kitchen Helper:** Person who helps the cook prepare food by performing tasks such as measuring, washing, chopping or mixing ingredients



7. **Soda Fountain or Beverage Worker:** Person who prepares drinks or ice cream dishes for customers



8. **Cashier:** Person who collects money for meals; must be able to count money, add bills, and make change quickly



9. **Host or Hostess:** Greets people as they enter a restaurant, takes them to a table, and gives them menus



10. **Manager:** Person who directs and supervises all aspects of a food service operation



11. **Crowperson:** Person trained to work at any station in a fast food business and to fill in wherever help is needed



Now that you have learned about food service careers, try answering these questions.

1. Which food service jobs would be good choices for a person who has never worked in a food service area before?

2. What type of food service job would you like to do?

Why? _____

SEE YOUR INSTRUCTOR

Unit 1

Careers in Food Service

Practical Performance Exercise

Name _____

Matching: Match the correct job or business with its correct definition.

- | | |
|----------------------------|--------------------------|
| A. Fast-food Operation | H. Cafeteria Line Worker |
| B. Full-service Restaurant | I. Soda Fountain Worker |
| C. Cashier | J. Hostess or Host |
| D. Waitress or Waiter | K. Kitchen Helper |
| E. Busboy or Busgirl | L. Dishroom Worker |
| F. Chef or Cook | M. Crewperson |
| G. Manager | |

- _____ 1. Business that provides a full course menu and a place to eat
- _____ 2. Person who supervises or prepares meat and vegetable dishes
- _____ 3. Person who serves portions of food for customers who walk by to collect the food
- _____ 4. One who mixes, measures, and prepares ingredients to be cooked
- _____ 5. One who adds the customer's check and takes the money
- _____ 6. One who shows people where to sit
- _____ 7. Business that provides quick, ready-to-eat food
- _____ 8. Person who takes order and serves food
- _____ 9. Person who removes dirty dishes from tables
- _____ 10. One who cleans dishes, tools, and pans
- _____ 11. One who prepares drinks and/or ice cream
- _____ 12. Person in charge of entire food service business
- _____ 13. Person trained to work at any station in a fast-food business

Satisfactory-Should Move On ☐

Should Repeat This Unit ☐

Instructor's Signature

Date

Vocational Preparation Curriculum
FOOD SERVICE



Unit 2
Fire and Electrical Safety

Developed by: Mary Ann Kercher



Unit 2

Fire and Electrical Safety

Fire and Electrical Safety

After you study this lesson, you should be able to:

1. Identify and locate fire fighting equipment.
2. State common guidelines for preventing burns or shocks.
3. Follow first aid guidelines when someone is shocked or burned.

Show What You Can Do.

Check the statement that fits you best.

☐

I can do all the tasks above and want to do the Practical Exercise Performance Checklist.



SEE YOUR INSTRUCTOR

☐

I want to study the information in this unit before doing the Practical Exercise Performance Checklist.



TURN TO NEXT PAGE AND BEGIN

Unit 2 Fire and Electrical Safety

Introduction

Fires and burns are common problems in food service because of gas and electrical equipment in the work area. By following safety guidelines, food service workers can avoid injuries to themselves and others and also prevent costly damage to their employer's property.

In this unit you will learn ways to prevent fires and electrical shocks as well as study first aid guidelines to follow if an accident does occur.



TURN TO NEXT PAGE

Unit 2

Fire and Electrical Safety

A. Fire Fighting Equipment

Identify and locate fire fighting equipment in your building.
Ask your instructor to show you how the equipment works.

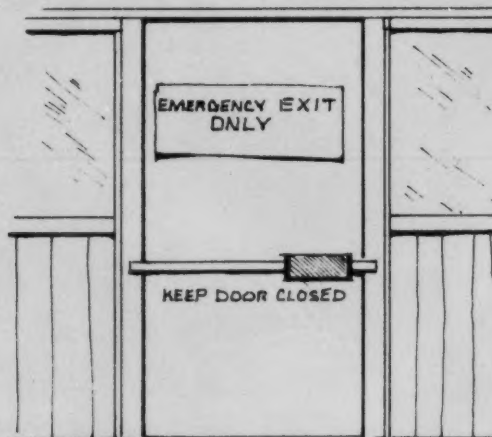
1. **Fire Extinguisher:** A device with chemicals in it which can put out a fire when the chemicals are sprayed on the fire



2. **Fire Blanket:** A burn-proof blanket used to throw over a fire to smother it



3. **Fire Exit:** Closest door where you can go outside of a building in case of a fire



TURN TO NEXT PAGE

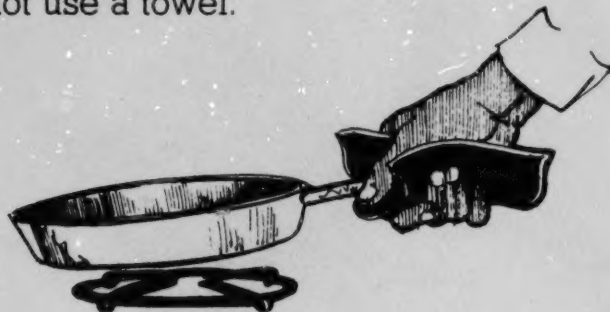
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Unit 2

Fire and Electrical Safety

B. Burns and Fire Safety Guidelines

1. When handling pots and pans, use thick dry pot holders. Do not use a towel.



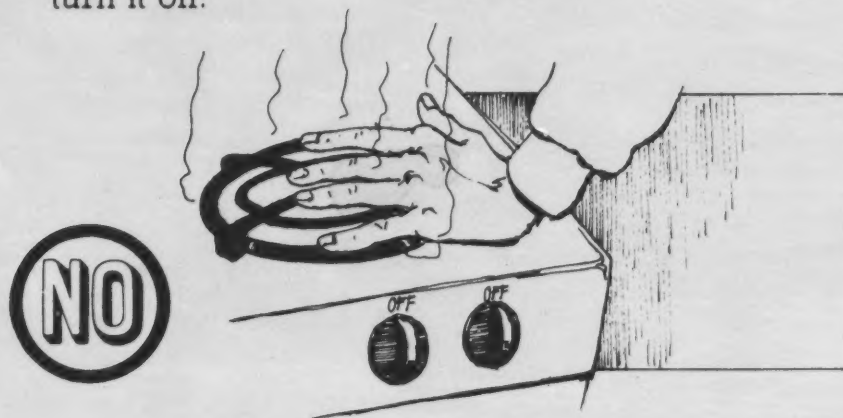
2. Keep pan handles turned away from edge of stove so that you don't knock pan off of the stove. Do not leave pan handle over a hot burner.



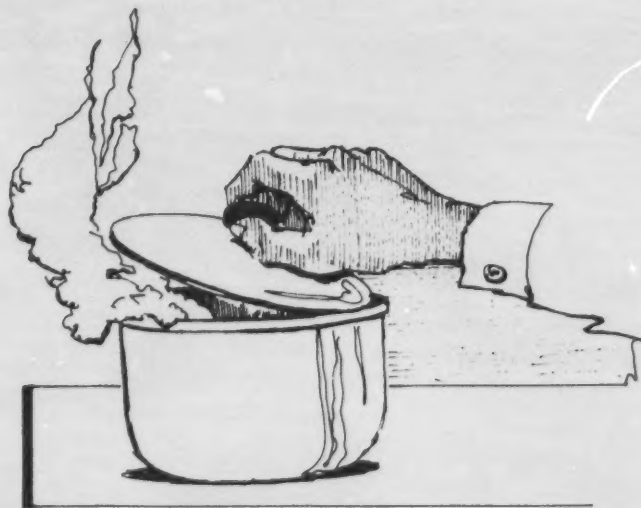
3. Dress carefully and tie back your hair. Long, loose clothing and long hair can catch fire easily.



4. Never touch a burner with your hand immediately after you turn it off.



5. Lift a pan lid away from you first to allow hot steam to escape.



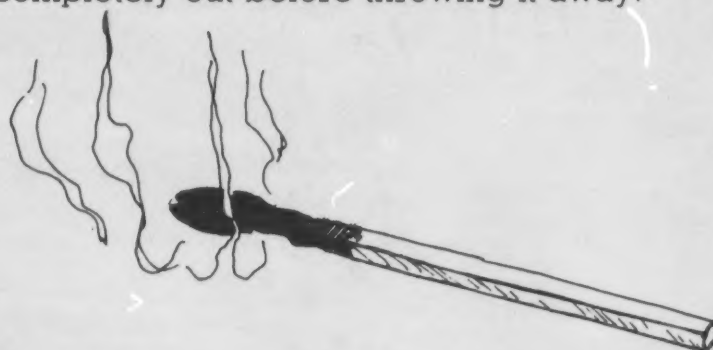
6. Do not put paper or plastic materials on burners.



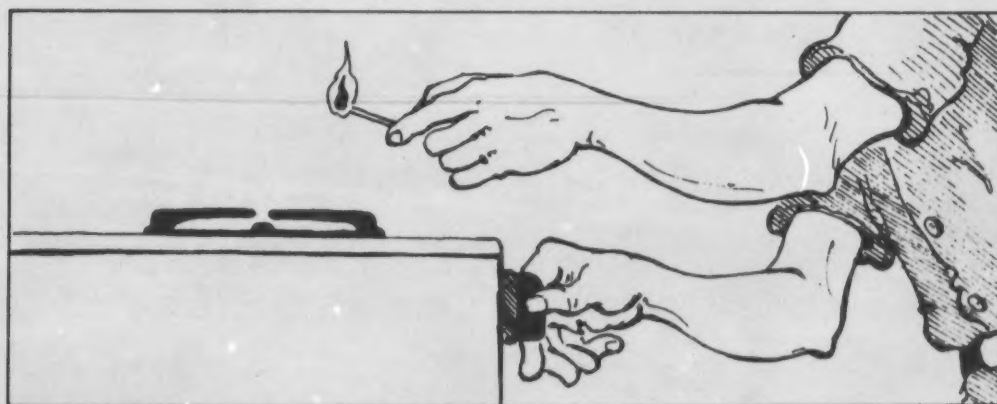
7. Avoid dropping wet foods into hot fat. The hot grease might splatter.



8. Strike a match in a direction away from you. Make sure match is completely out before throwing it away.



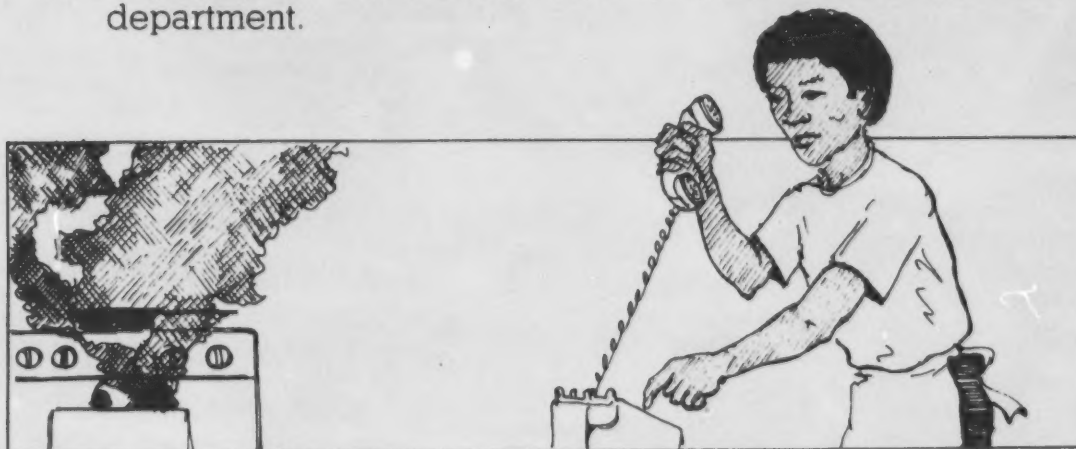
9. When lighting a gas range or oven, light match before you turn on gas.



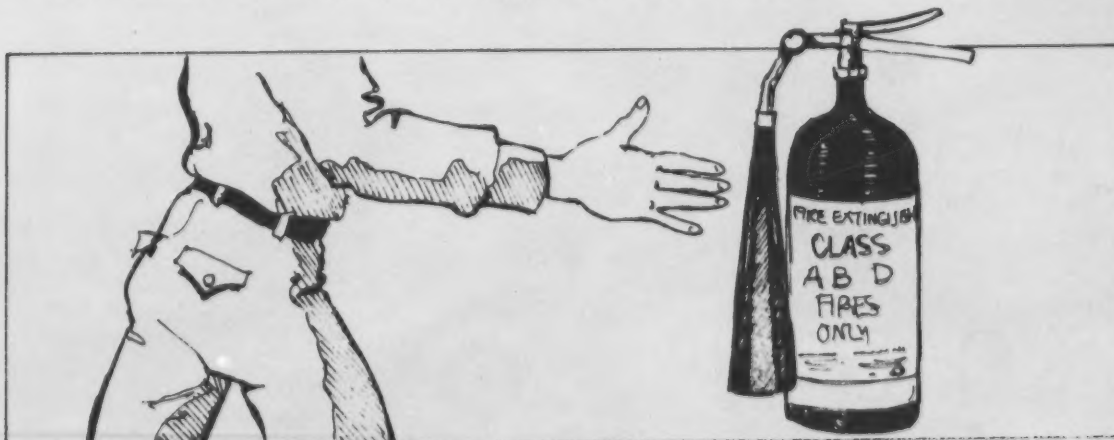
10. In case of fire, keep yourself and others calm.



11. Report a fire immediately to your supervisor and call the fire department.



12. Know locations of emergency fire equipment and how to use it.

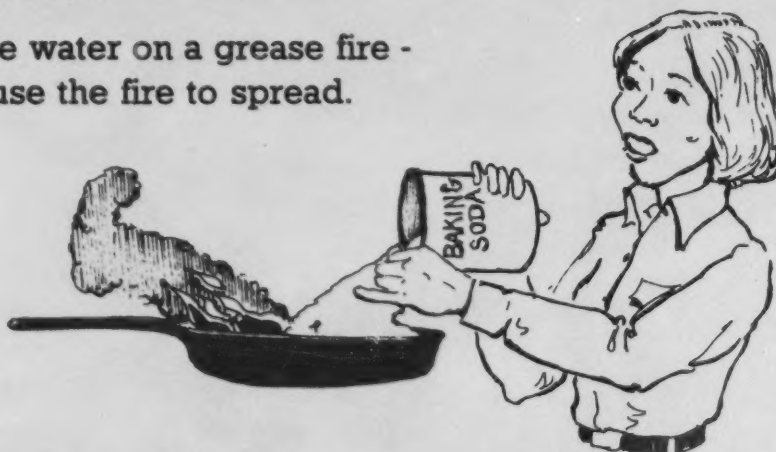


13. Use a damp towel, lid or baking soda to smother a flame if a fire extinguisher is not handy.



CAUTION!

Never use water on a grease fire -
it will cause the fire to spread.



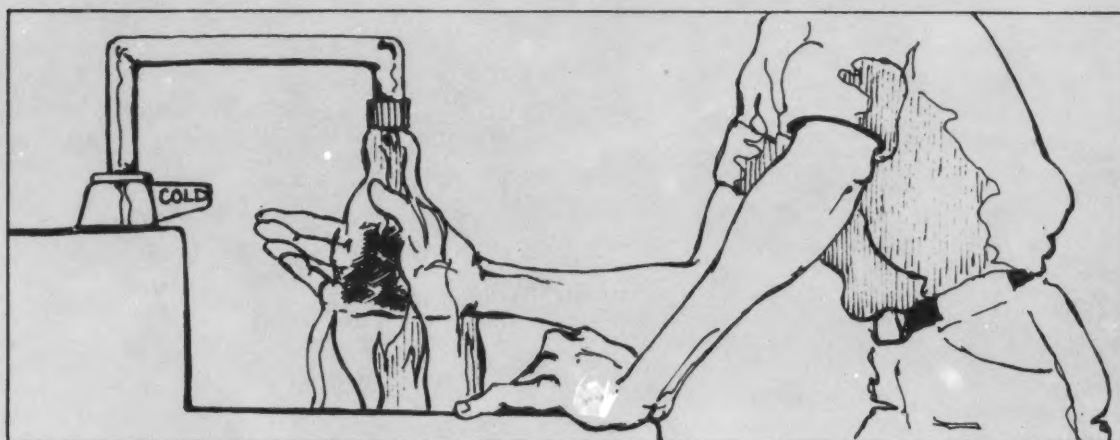
14. If a person's clothing catches fire, roll the person in a heavy blanket to smother the flames. Any blanket will do in an emergency!



TURN TO NEXT PAGE

C. First Aid for Burns

1. Put the burned area under cold running water for quick relief.



2. Wrap a severe burn in a towel and take worker to the hospital emergency room.



TURN TO NEXT PAGE

Unit 2
Fire and Electrical Safety

Write down several ways to prevent fires in food service areas.

What would you do if a cook was burned by hot grease.

Name three things that you would do if a fire broke out in your kitchen.

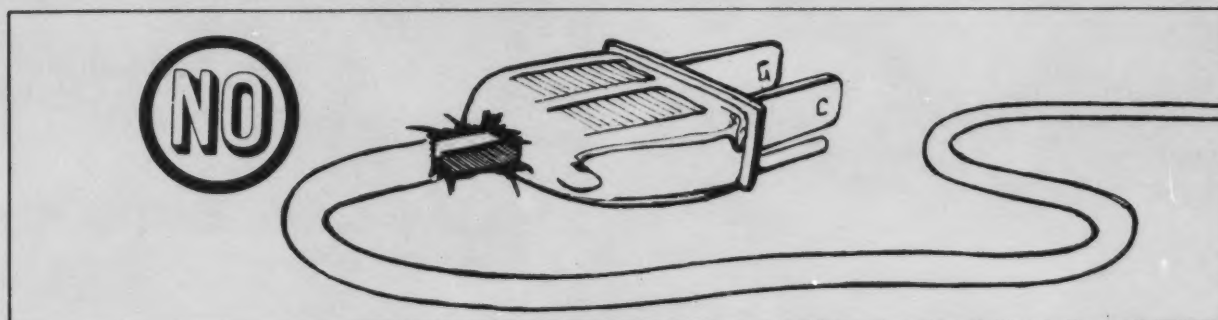
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D. Preventing Electrical Shock

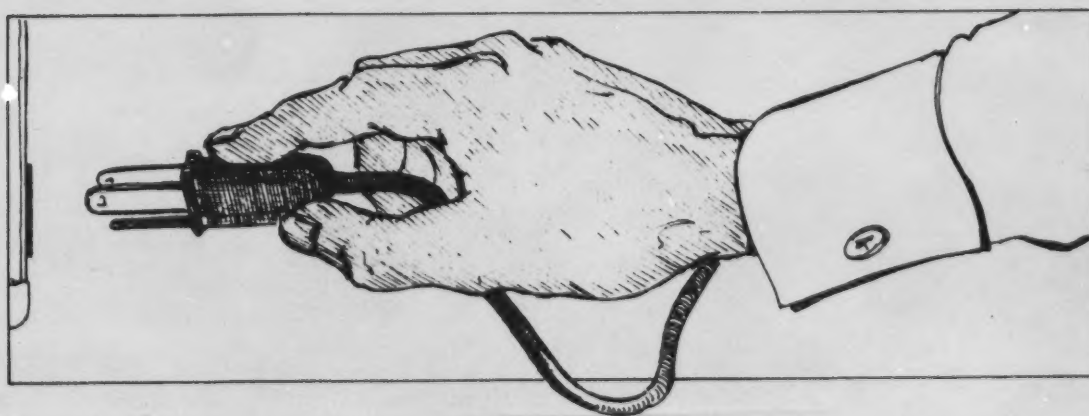
1. Do not stand on wet surfaces or have wet hands when using electrical appliances.



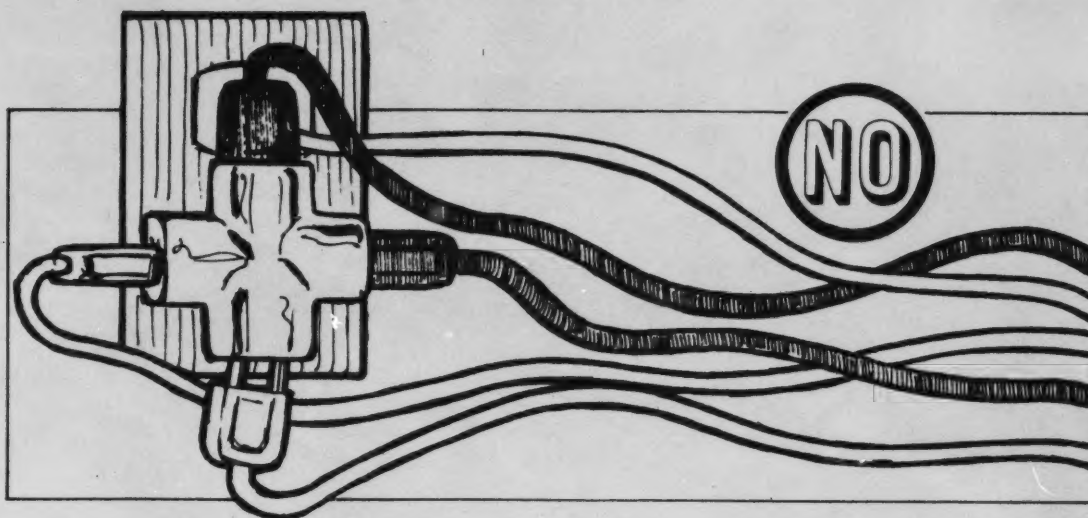
2. Keep electrical cords in good condition. Repair or replace worn cords immediately.



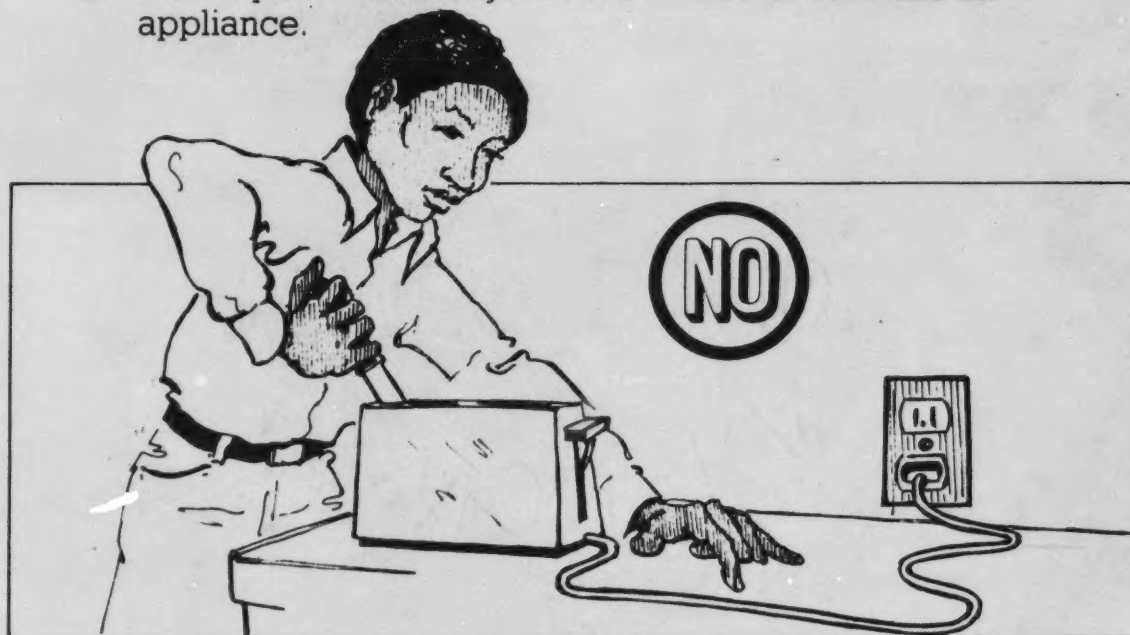
3. When disconnecting an appliance, pull on the plug, not the cord.



4. Do not plug too many cords into one outlet.



5. Never put a metal object such a knife or fork into an appliance.



TURN TO NEXT PAGE

E. First Aid for Electrical Shock

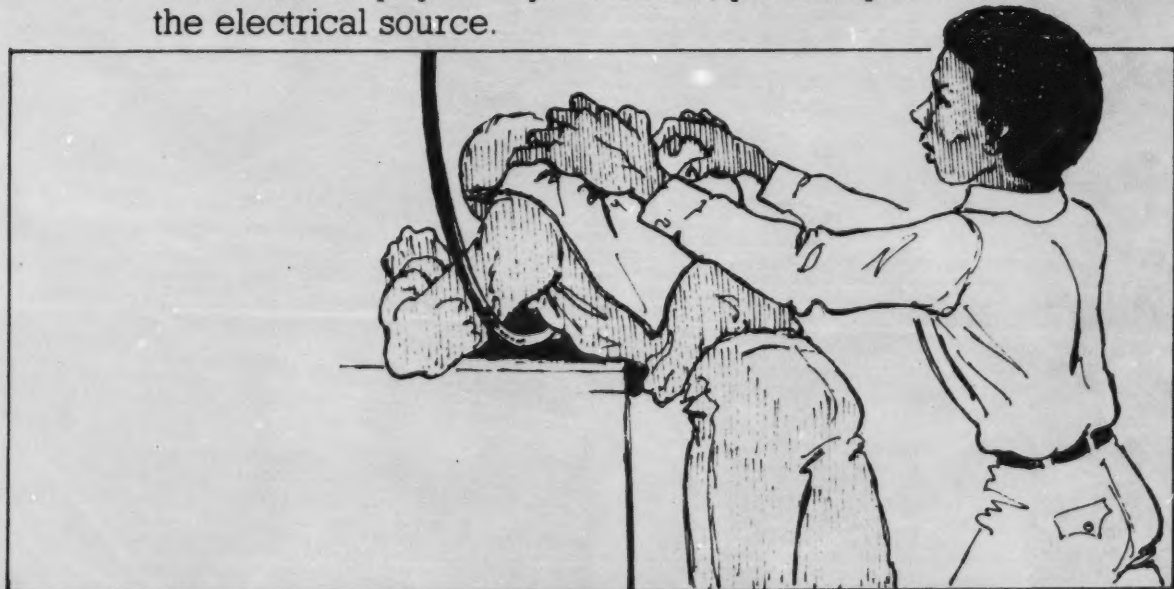
1. Stay calm and send someone to notify your supervisor.



2. Disconnect the electricity.



3. With cloth or paper in your hands, pull the person free from the electrical source.



4. Call a doctor or ambulance.
5. If the person is not breathing, start mouth-to-mouth resuscitation and continue until help arrives.



Name some safety rules to follow in order to avoid electrical shocks.

What would you do if someone in your kitchen area is shocked by a worn electrical cord.

SEE YOUR INSTRUCTOR

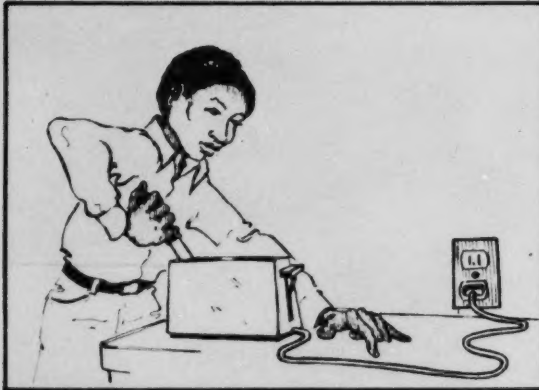
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Unit 2 Fire and Electrical Safety

Practical Performance Exercise

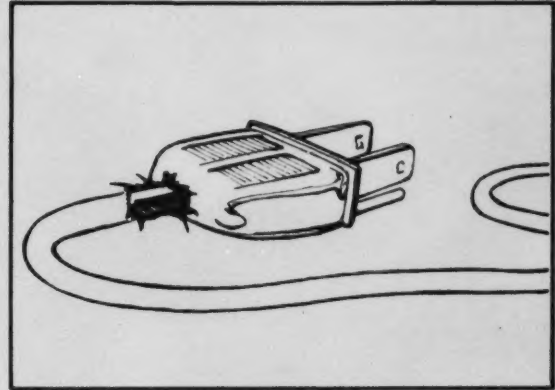
Name _____

Check the correct box under each picture.



☐ UNSAFE

☐ SAFE



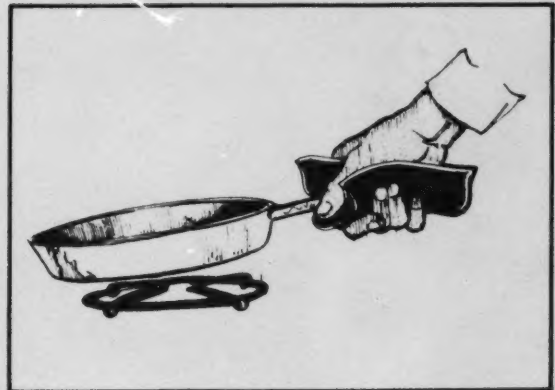
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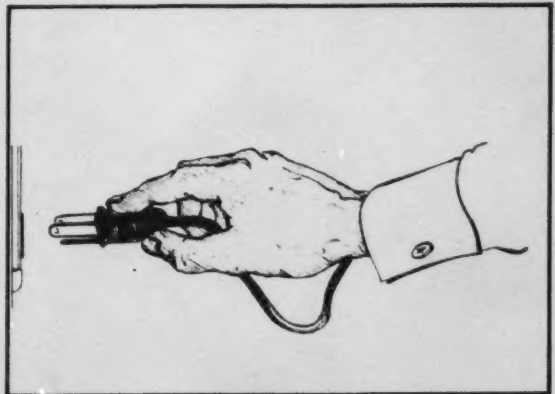
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☐ UNSAFE

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☐ SAFE

Unit 2 Fire and Electrical Safety

Practical Exercise Performance Checklist

Student _____ performed the following tasks

Safety and First Aid Tasks	Yes	No	Comments
Burns and Fire Safety			
1. Can Identify:			
1. Fire Extinguisher			
2. Fire Blanket			
3. Fire Exit			
2. Uses thick, dry potholders			
3. Turns pan handles away from outside of stove			
4. Dresses safely and ties back hair			
5. Lifts pan lids safely			
6. Keeps burnable items away from stove burners			
7. Avoids dropping wet foods into hot grease			
8. Properly uses and disposes of matches when lighting an oven			
9. Knows proper steps to follow during a fire			
10. Knows how to use a blanket to put out a fire			
First Aid for Burns			
1. Demonstrates proper first aid for burns			
Preventing Electrical Shock			
1. Makes sure hands and work surfaces are dry when using electrical appliances			
2. Checks electrical cords to make sure they are in good working order			
3. Properly disconnects an appliance by pulling the plug, not the cord			
4. Doesn't plug too many cords into one outlet			
First Aid for Electrical Shock			
1. Demonstrates proper first aid for shock			

I have completed this unit on safety and can do all of these tasks.

Satisfactory-Should Move On ☐
Should Repeat This Unit ☐

Student's Signature Date

Instructor's Signature Date

Vocational Preparation Curriculum
FOOD SERVICE



Unit 3
**Safety Guidelines For
Food Service Workers**

Developed by: Mary Ann Kercher



Unit 3

Safety Guidelines For Food Service Workers

Safety Guidelines For Food Service Workers

After you study this unit, you should be able to:

1. Identify common hazards present in food service areas and know how to correct them.
2. List first aid guidelines to follow when accidents occur.

Show What You Can Do.

Check the statement that fits you best.

☐

I can do all the tasks above and want to do the Practical Exercise Performance Checklist.



SEE YOUR INSTRUCTOR

☐

I want to study the information in this unit before doing the Practical Exercise Performance Checklist.



TURN TO NEXT PAGE AND BEGIN

Unit 3

Safety Guidelines For Food Service Workers

Introduction

Accidents in food service areas can often be prevented if workers follow certain guidelines. Workers should practice safe work habits and keep work areas clean. They should also keep appliances and equipment in good working order and use appliances and equipment correctly. Common accidents in food service areas include cuts, falls, and choking.

This unit shows you how to prevent accidents and explains what to do if an accident occurs.



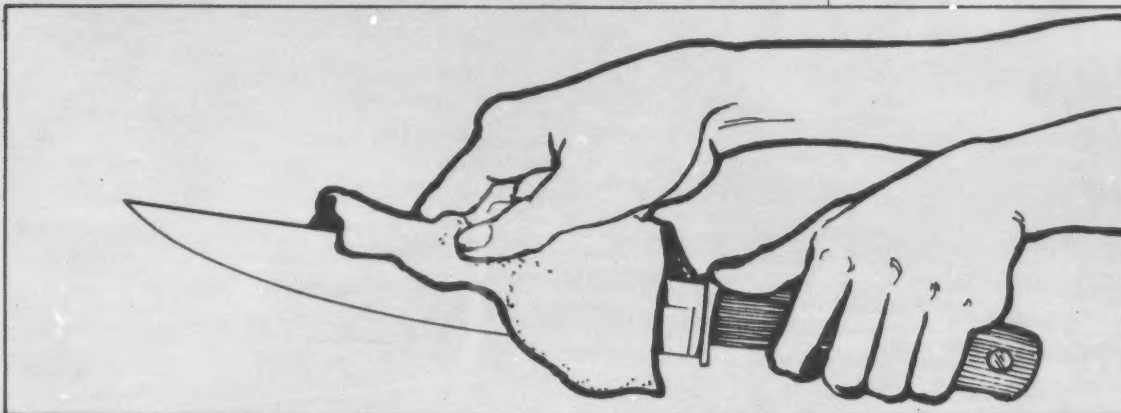
TURN TO NEXT PAGE

Unit 3

Safety Guidelines For Food Service Workers

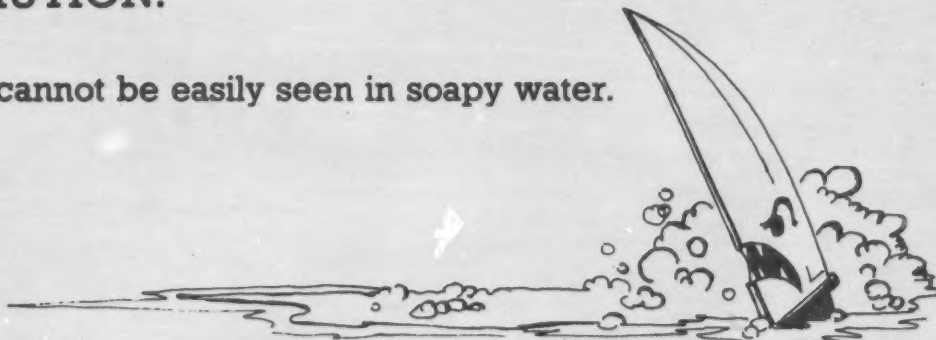
A. Using Knives and Avoiding Cuts

1. Wash a knife from the back of the blade; be sure fingers do not touch cutting edge.

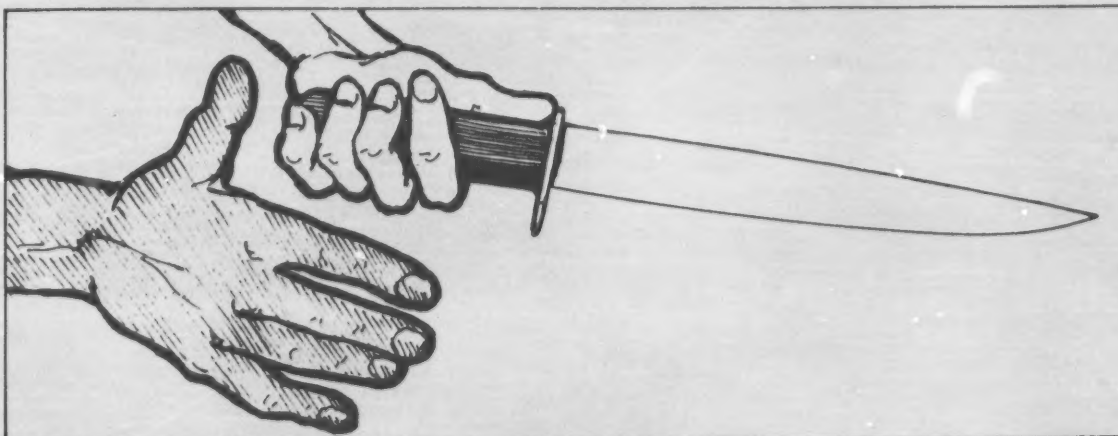


CAUTION!

Knives cannot be easily seen in soapy water.



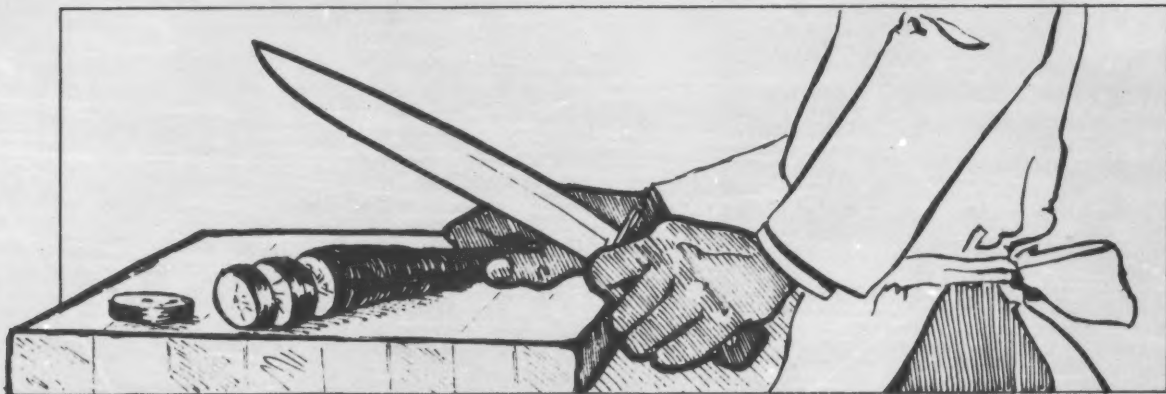
2. Pick up knives by their handles.



3. Cut away from yourself and other people.



4. Use a cutting board.



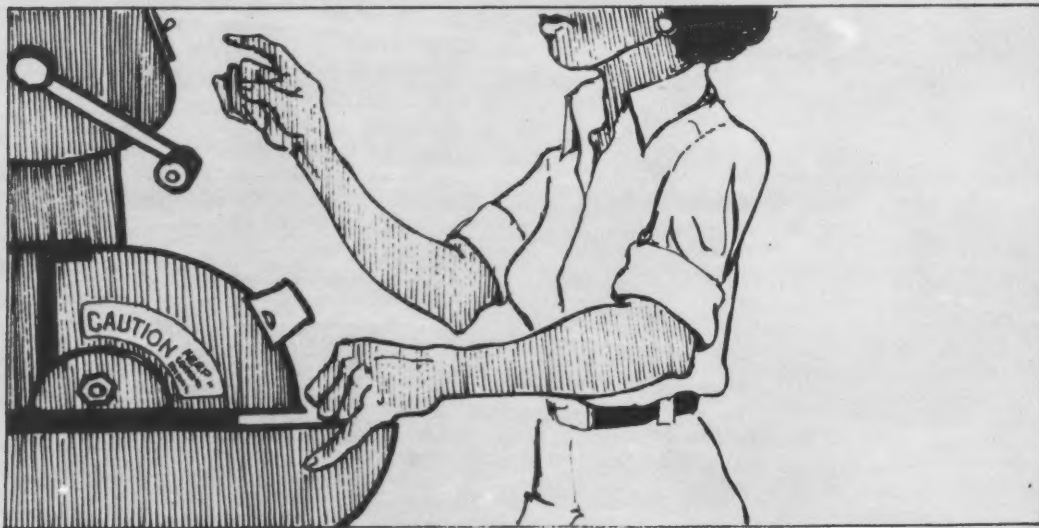
5. Dispose of broken glass carefully and immediately. Do not pick up pieces of glass with your bare fingers!



6. Concentrate on your job; letting your attention wander may cause an accident.



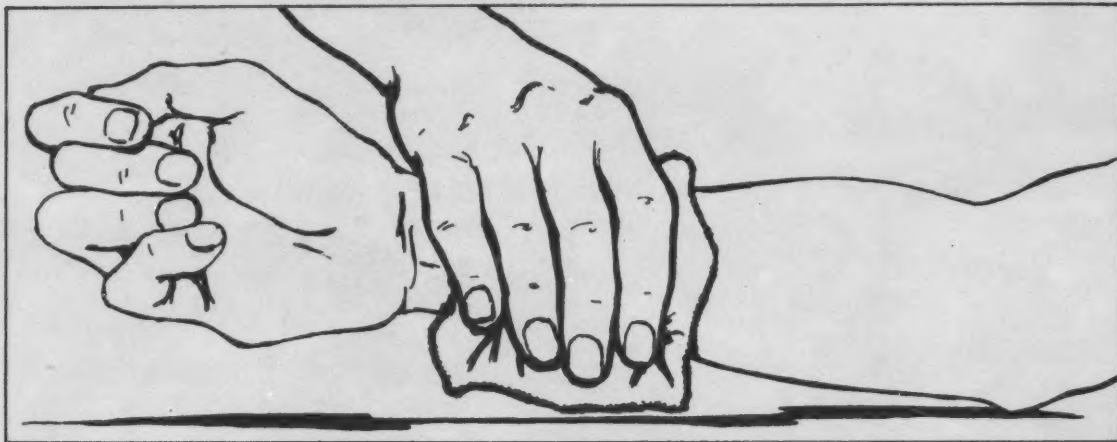
7. Use all safety devices and guards on equipment.



TURN TO NEXT PAGE

B. First Aid For Cuts

1. Apply direct pressure to the cut and raise the injured body part, if possible.
2. To stop heavy bleeding, cover cut with a clean cloth or bandage and press hard.



If blood soaks through, add more cloth and press even harder. Continue this until help arrives.

TURN TO NEXT PAGE

C. Preventing Falls and Strains

1. Use step ladders to reach high shelves.



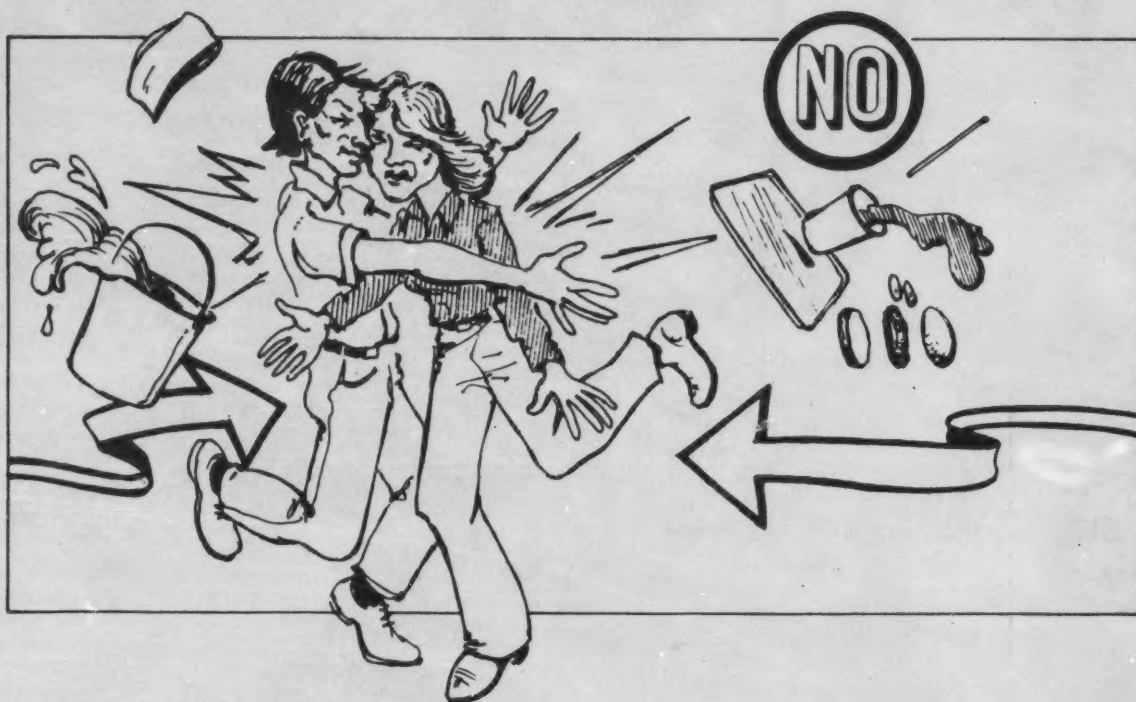
2. Keep floors free of grease and water.



3. Keep floors and aisles clear.



4. Do not run.



5. Avoid strains when lifting by storing heavier objects on lower shelves.



6. Use leg muscles when lifting - not back muscles.



7. Bend knees and keep back straight when lifting.



8. Hold object near your body.

9. Set objects down by same procedure used in lifting.

10. Do not overload trays.



11. Get help for lifting heavier objects.



TURN TO NEXT PAGE

D. First Aid For Falls and Strains

1. Do not move a person who has fallen and is unconscious:



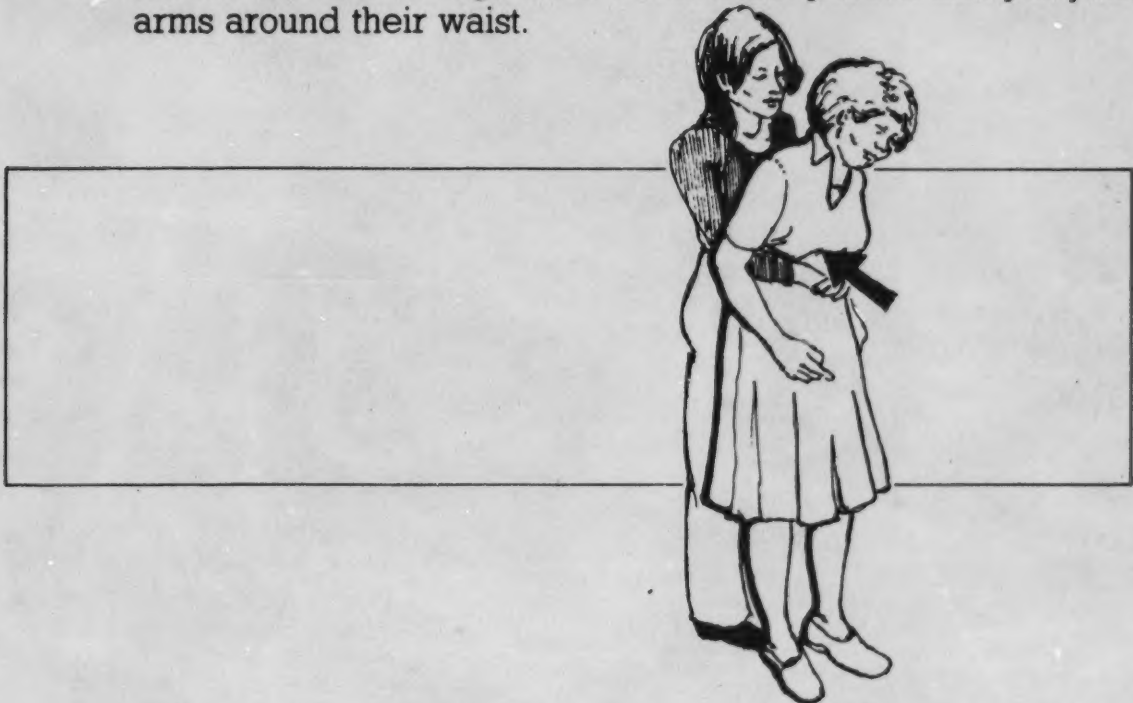
2. Keep injured person lying down and covered with a blanket until help arrives.



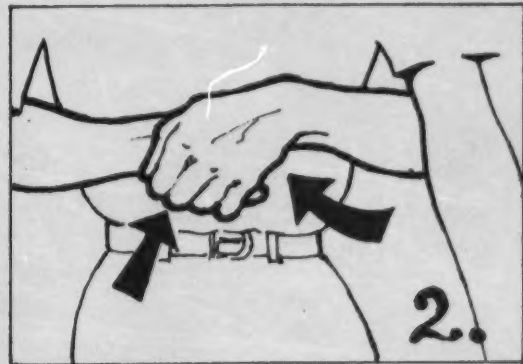
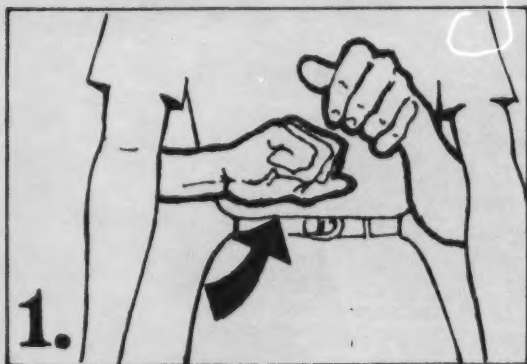
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E. Choking

1. Someone is choking when that person cannot speak, turns blue, or collapses.
2. If someone is choking, stand behind that person and put your arms around their waist.



3. Place your fist on victim's stomach and place other hand on top of fist.



4. Press hard with an upward thrust, to make victim cough out whatever caused the choking.
5. Repeat if needed.

SEE YOUR INSTRUCTOR

Unit 3

Safety Guidelines For Food Service Workers

After studying this unit, try to answer these questions.

What should you do if you cut yourself deeply while working?

Why should floors be kept clean and dry?

What should you do if a customer who is eating suddenly cannot speak, turns blue, or collapses?

SEE YOUR INSTRUCTOR

Unit 3

Safety Guidelines For Food Service Workers

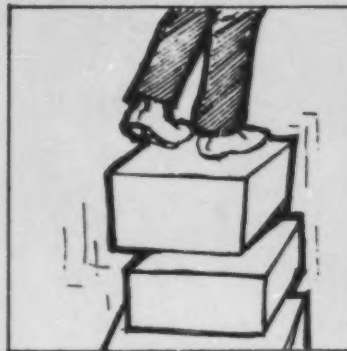
Practical Performance Exercise

Name _____

Check the correct box under each picture.



☐ SAFE ☐ UNSAFE



☐ SAFE ☐ UNSAFE



☐ SAFE ☐ UNSAFE



☐ SAFE ☐ UNSAFE



☐ SAFE ☐ UNSAFE



☐ SAFE ☐ UNSAFE



☐ SAFE ☐ UNSAFE



☐ SAFE ☐ UNSAFE

SEE YOUR INSTRUCTOR

Unit 3

Safety Guidelines For Food Service Workers

Practical Performance Checklist

Student _____ performed the following tasks

Safety Guideline Tasks	Yes	No	Comments
Using Knives and Avoiding Cuts			
1. Uses and handles knives correctly			
2. Washes knives correctly			
3. Disposes of broken glass correctly			
4. Pays attention to their work			
5. Uses safety guards on equipment			
First Aid for Cuts			
6. Demonstrates proper first aid for cuts			
Preventing Falls and Strains			
7. Uses a step ladder to reach high items			
8. Cleans up spilled grease and water			
9. Does not run			
10. Keeps floors and aisles clear			
11. Uses proper lifting procedures			
12. Does not overload trays			
13. Gets help for heavy objects			
First Aid for Falls and Strains			
14. Demonstrates proper first aid for falls or strains			
Choking			
15. Recognizes when someone is choking			
16. Demonstrates proper treatment for choking			

Satisfactory-Should Move On ☐
Repeat This Unit ☐

Instructor's Signature

Date

I have completed this unit on safety and can do all of these tasks.

Student's Signature

Date

Vocational Preparation Curriculum FOOD SERVICE



Unit 4 Personal Sanitation

Developed by: Mary Ann Kercher

Unit 4

Personal Sanitation

Personal Sanitation

After you study this unit, you should be able to:

1. List appearance guidelines and personal habits for a food service worker.
2. List procedures for washing your hands.
3. Write procedures for tasting foods.
4. List procedures for handling equipment and foods.

Show What You Can Do.

Check the statement that fits you best.

☐

I can do all the tasks above and want to do the Practical Exercise Performance Checklist.



SEE YOUR INSTRUCTOR

☐

I want to study the information in this unit before doing the Practical Exercise Performance Checklist

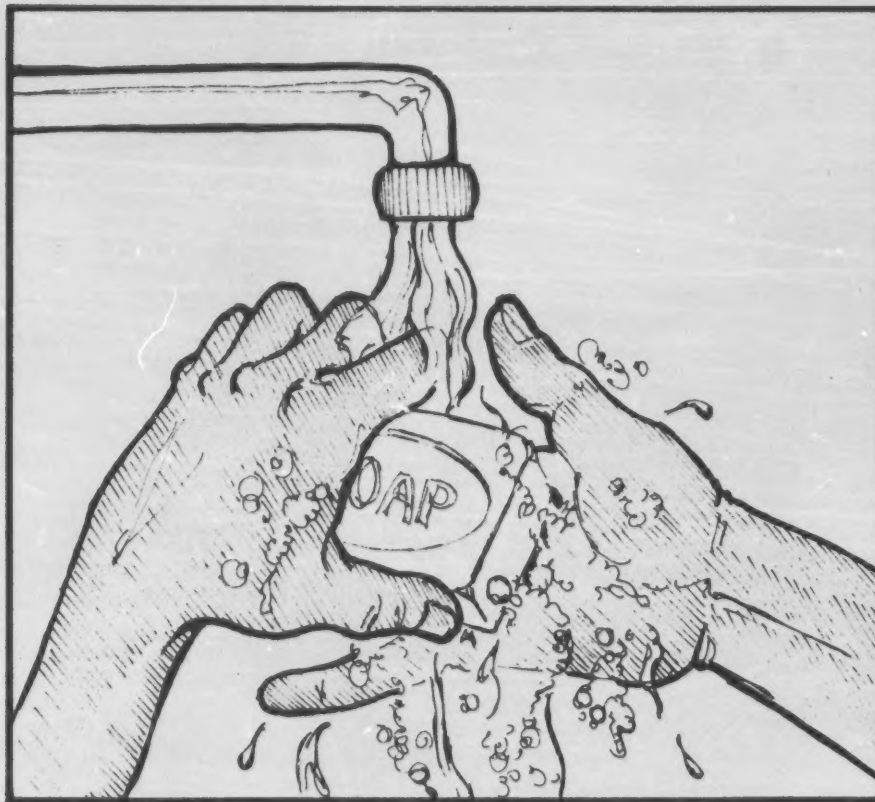


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Unit 4 Personal Sanitation

Introduction

Personal cleanliness and sanitary habits are essential for food service workers. In order to avoid contaminating food and making customers and other workers ill, clean and healthy conditions must be maintained.



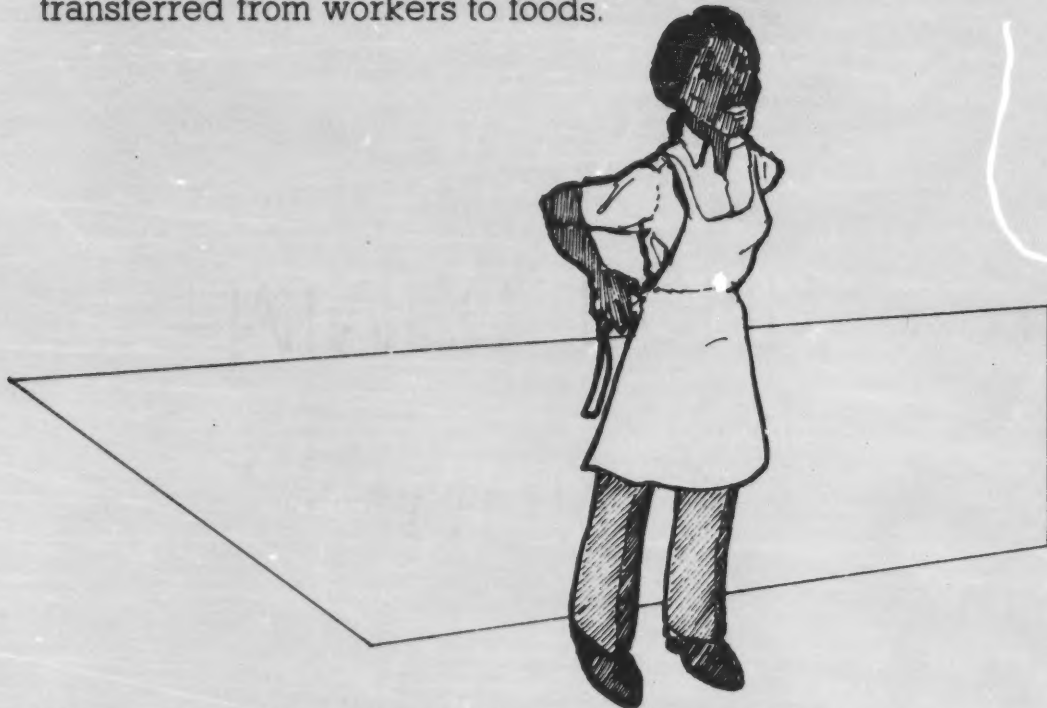
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Unit 4

Personal Sanitation

A. Sanitation Guidelines for Food Service Workers

1. Keep yourself clean. Disease-causing germs are easily transferred from workers to foods.



Wear clean clothes and a clean apron each day.

2. Always cover or tie back your hair. Do not touch your hair while you cook.



3. If you cough or sneeze, cover mouth and nose with a handkerchief; then scrub your hands immediately.



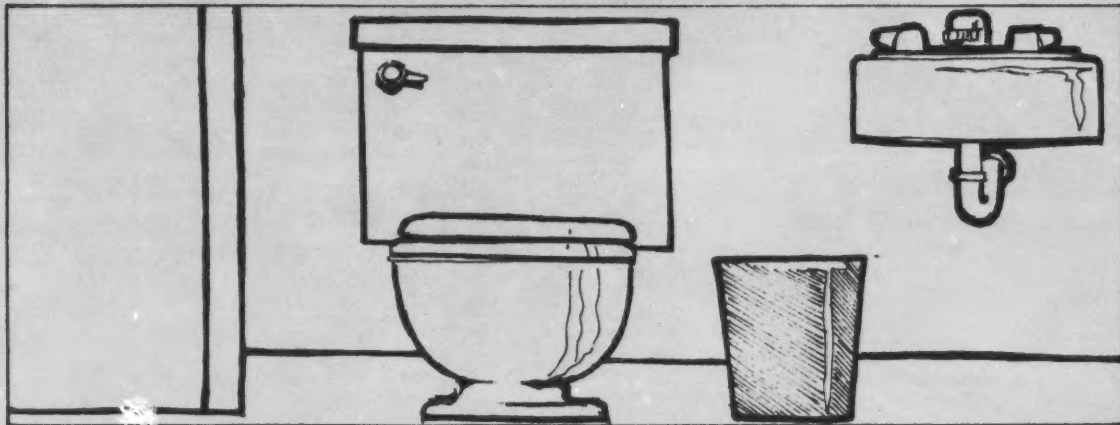
4. Do not work with food if you have a cut or sore on your hands.



5. After you handle raw foods such as meat, scrub your hands before working with ready-to-eat foods such as salad.



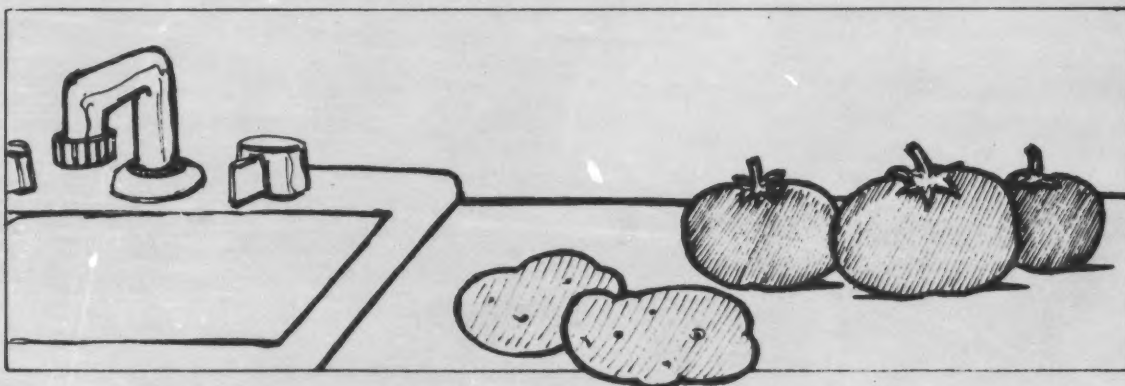
6. After using the toilet, scrub your hands and fingernails with soap and water.



7. Report illnesses to your employer. Do not work around food if you have a runny nose, sore throat, or diarrhea.



8. Do not wash hands in sinks that are used for food preparation.

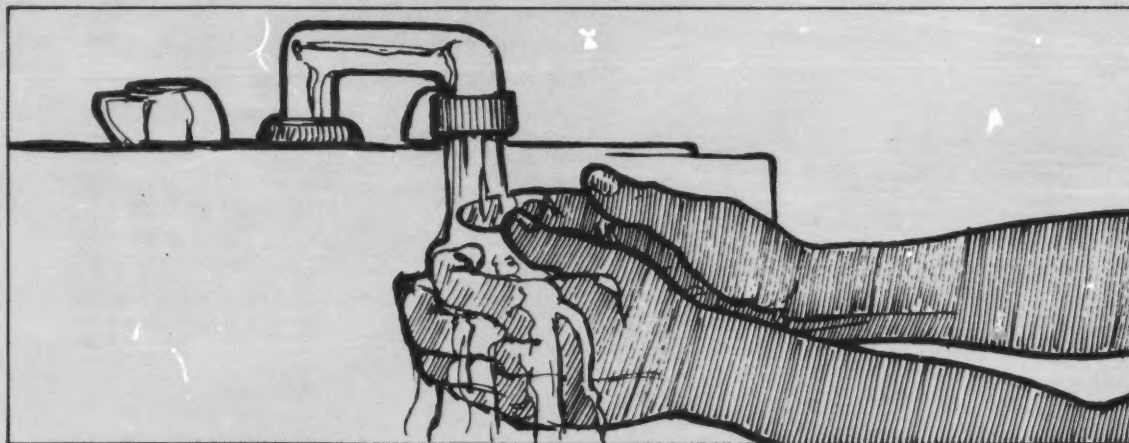


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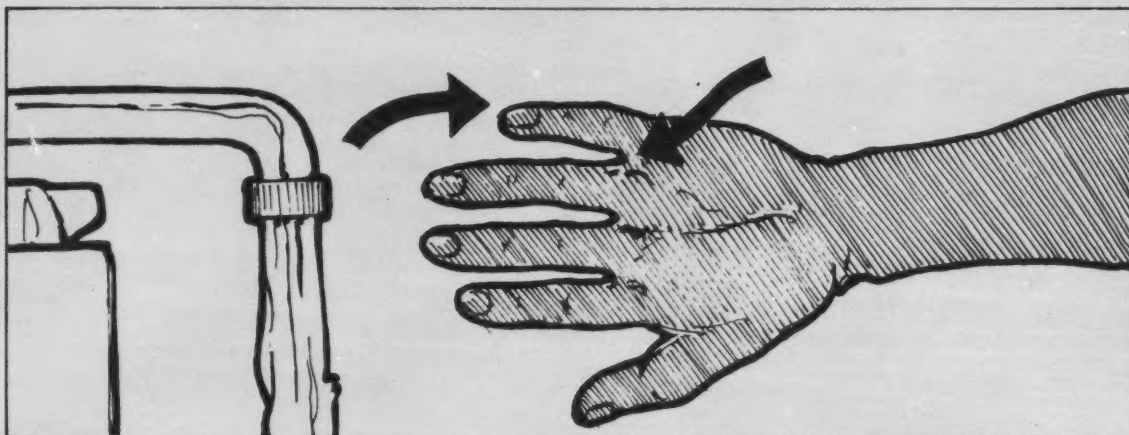
4-5

B. Procedure for Washing Hands Correctly

1. Wet hands with warm water.



2. Apply soap under nails and between finger joints.



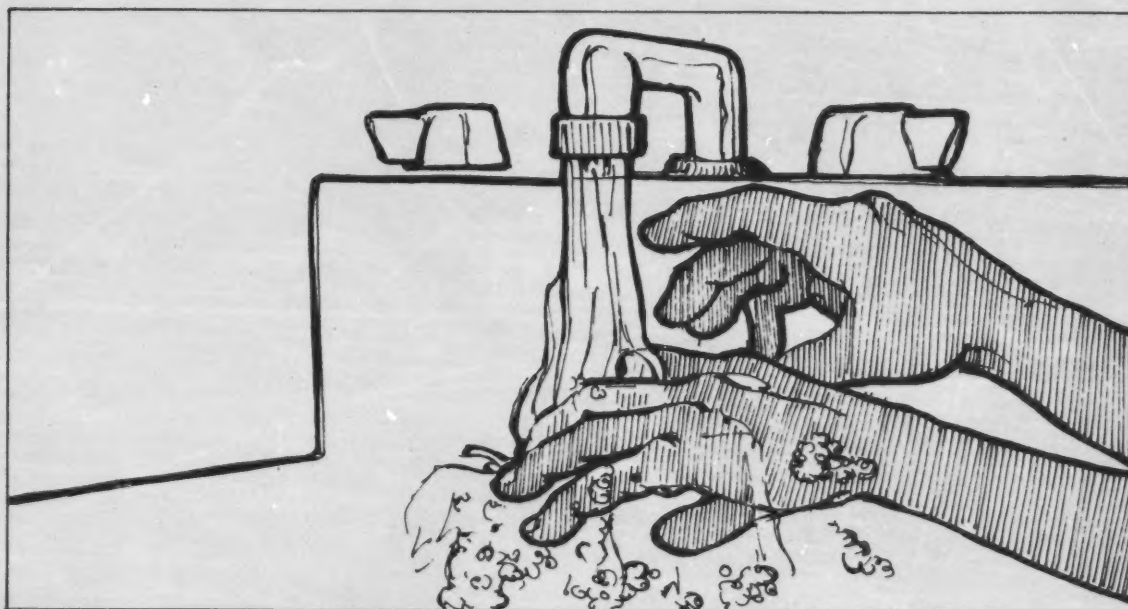
3. Rub hands together briskly for at least 30 seconds.



4. Using a circular motion wash up the arm, at least three inches above the wrist.



5. Rinse well under running water.

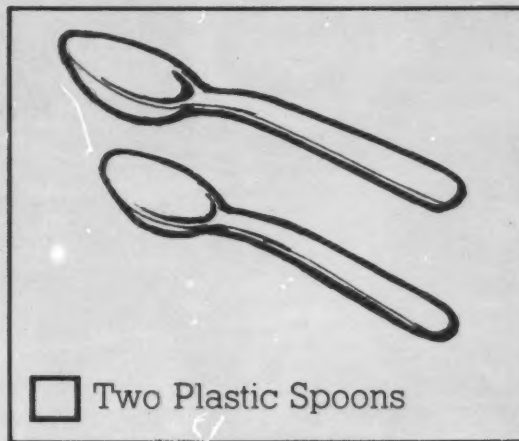


6. Dry thoroughly with towels.

TURN TO NEXT PAGE

C. Proper Procedure For Tasting Food

1. Find and check off the following:



2. Place first spoon in food and dip out some food.



3. Place food in second spoon.



4. Move spoonful of food away from cooking area.



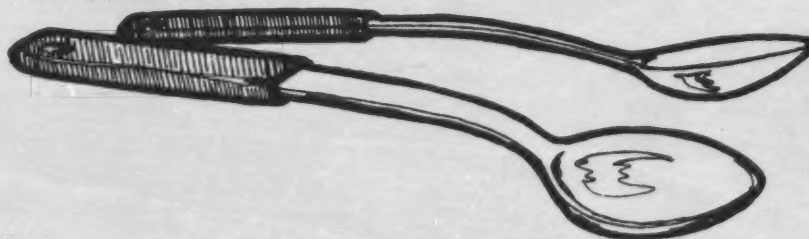
5. Taste the food.



6. Throw away the spoons.

NOTE:

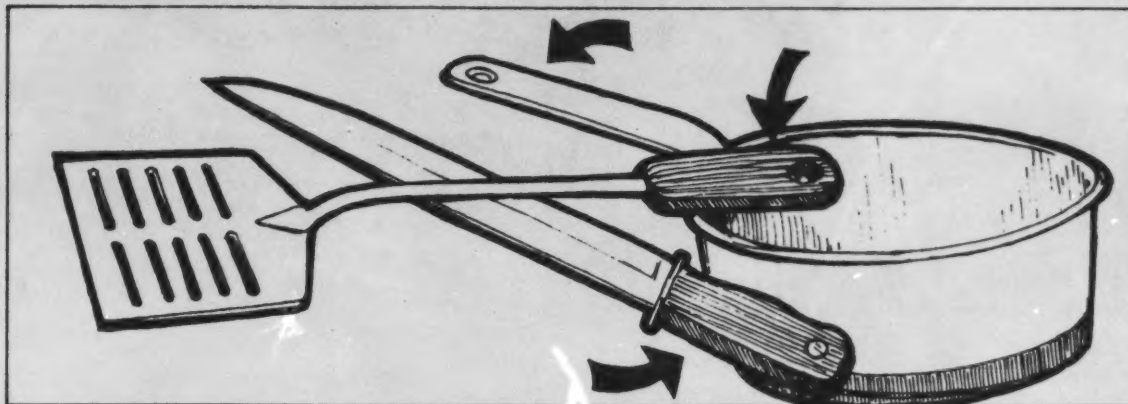
Metal spoons may be used but they must be washed and sterilized afterwards.



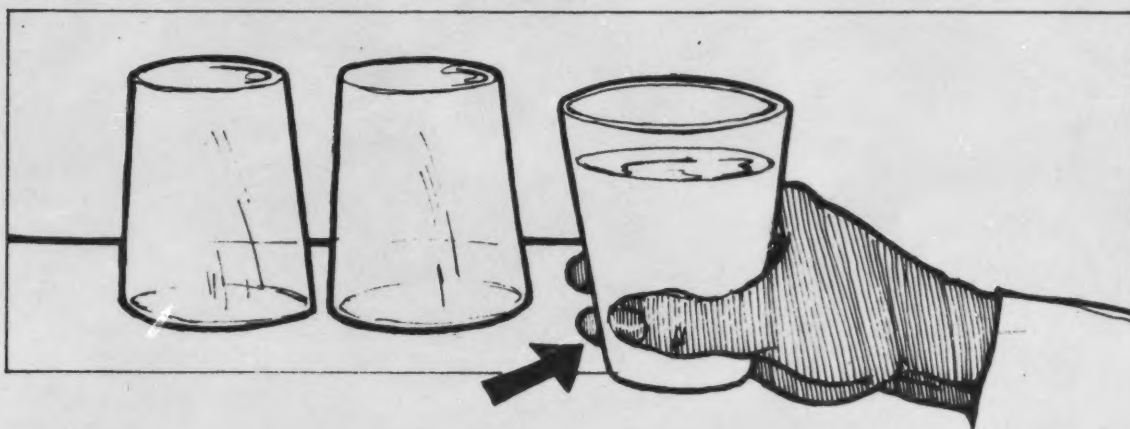
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D. Proper Ways to Handle Clean Equipment

1. Hold food preparation tools by their handles.



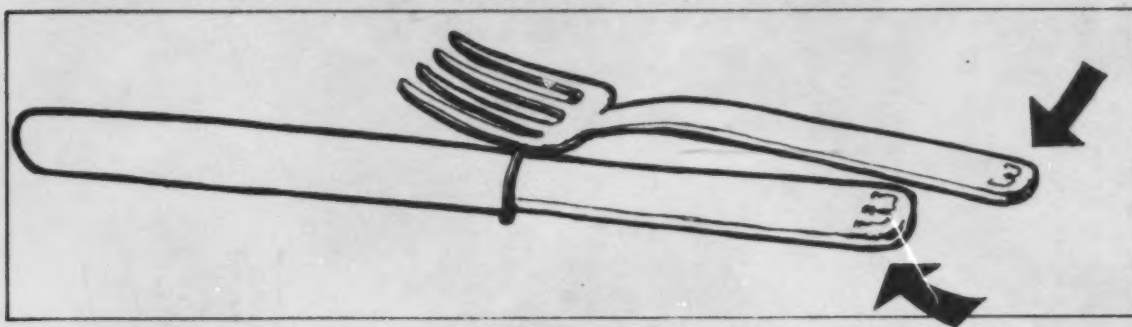
2. Keep glasses turned upside down until they are filled. Hold them by their bases.



3. Keep cups turned upside down until they are filled. Hold cups by their handles.



4. Pick up pieces of silverware by their handles.



5. Hold plates by their outside rims only.



6. Use tongs or scoops for serving ice or butter.



7. Use plastic gloves when handling or serving foods such as potato chips.



Unit 4

Personal Sanitation

After studying this unit, try answering these questions.

Why is it important for food service workers to have sanitary food handling habits?

What could happen if a food service worker did not use a clean spoon when tasting soup to determine if it needed more salt?

SEE YOUR INSTRUCTOR

Unit 4

Personal Sanitation

Practical Performance Exercise

Name _____

Determine if these statements are good guidelines for a food service worker to follow. Circle Yes if it is or No if it is not.

1. Wear a clean apron. Yes No
2. Help prepare a salad if your infected finger has a band-aid on it. Yes No
3. Sneeze into a kleenex or handkerchief. Yes No
4. Handle your hair while cooking. Yes No
5. Wash your hands after using the toilet. Yes No
6. Wash your hands with soap and hot water. Yes No
7. Wash your arm all the way up to your elbow. Yes No
8. Hold glasses and cups by their rims. Yes No
9. Use your bare hands to serve ice. Yes No
10. Report all illnesses to your employer. Yes No
11. Wash your hands in a sink that is also used to clean food. Yes No

SEE YOUR INSTRUCTOR

Unit 4 Personal Sanitation

Practical Exercise Performance Checklist

Student _____ performed the following

Sanitation Tasks	Yes	No	Comments
Hand Washing Procedure			
1. Assembles necessary equipment			
2. Wets hands with hot water			
3. Applies soap under nails and between finger joints			
4. Rubs hands together in circular motion			
5. Washes arm thoroughly up to elbow			
6. Washes palm of hand at least 30 seconds			
7. Rinses under running water			
8. Dries well with towels			
Tasting Procedure			
1. Assembles necessary equipment			
2. Places first spoon in food to be tasted and dips out spoonful of food			
3. Transfers food into second spoon			
4. Moves spoon away from cooking area and tastes food			
5. Cleans or disposes of spoons properly			
Procedures for Handling Clean Equipment and Utensils			
1. Holds utensils by their handles			
2. Handles glasses by their bases			
3. Holds cups by their handles			
4. Picks up silverware by their handles			
5. Holds plates by outside rim			

Sanitation Tasks	Yes	No	Comments
Personal Sanitation Procedures			
1. Wears clean clothes and an apron			
2. Covers or ties back hair			
3. Covers coughs and sneezes			
4. Does not work with open sores or cuts on hands			
5. Scrubs hands after handling raw meats			
6. Washes hands after using toilet			
7. Reports all illnesses to employer			
8. Uses tongs or plastic gloves when handling food			
9. Does not wash hands in sinks used to prepare foods			

Satisfactory-Should Move On ☐
Should Repeat This Unit ☐

Instructor's Signature Date

Vocational Preparation Curriculum
FOOD SERVICE



Unit 5
**Washing
Dishes and Equipment**

Developed by: Mary Ann Kercher



Unit 5

Washing Dishes and Equipment

Washing Dishes and Equipment

After you study this unit, you should be able to:

1. List sanitary methods for washing dishes.
2. List sanitary methods for washing pots, pans, and utensils.
3. Write correct steps for using a dishwashing machine.
4. Operate a garbage disposal safely.

Show What You Can Do.

Check the statement that fits you best.

☐

I can do all the tasks above and want to do the Practical Exercise Performance Checklist.



SEE YOUR INSTRUCTOR

☐

I want to study the information in this unit before doing the Practical Exercise Performance Checklist.



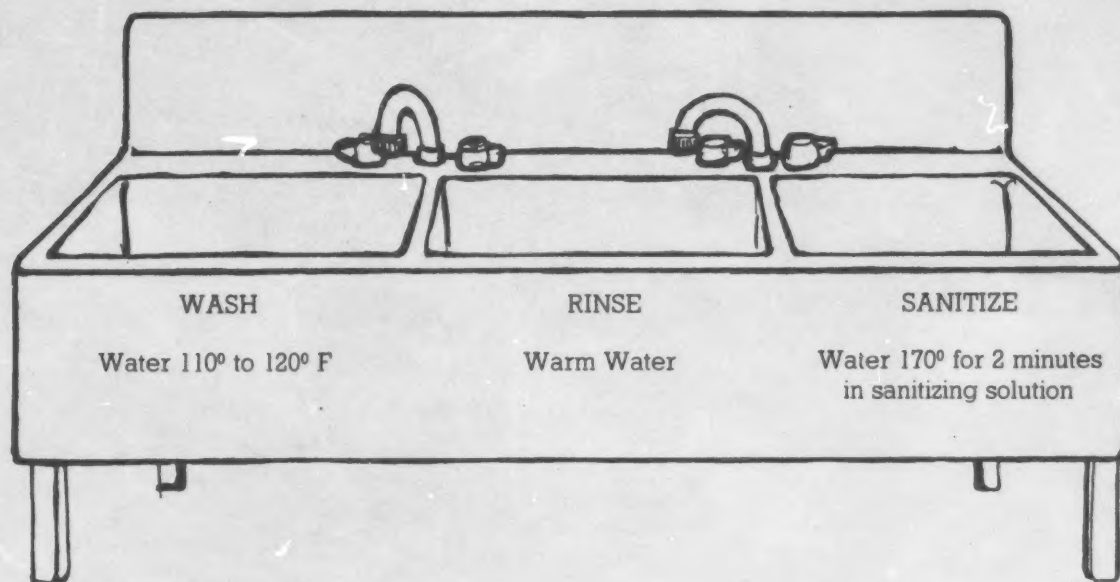
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Unit 5

Washing Dishes and Equipment

Introduction

Dishes and equipment used in food service must be properly cleaned and sanitized in order to destroy disease-causing germs. Cleaning removes soil from dishes and equipment. Sanitizing destroys germs which can cause illness. Good cleaning and sanitizing will depend upon the skill and carefulness of the person doing this work.



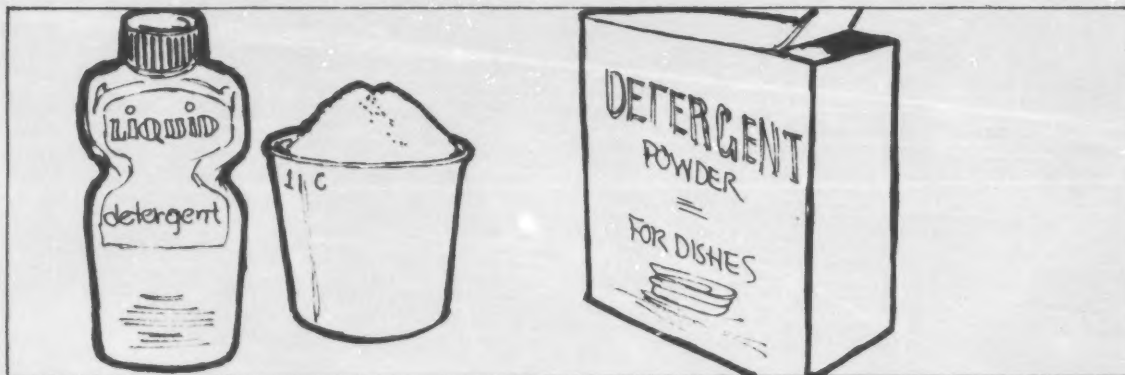
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Unit 5

Washing Dishes and Equipment

A. New Materials and Equipment Needed for Washing Dishes and Equipment

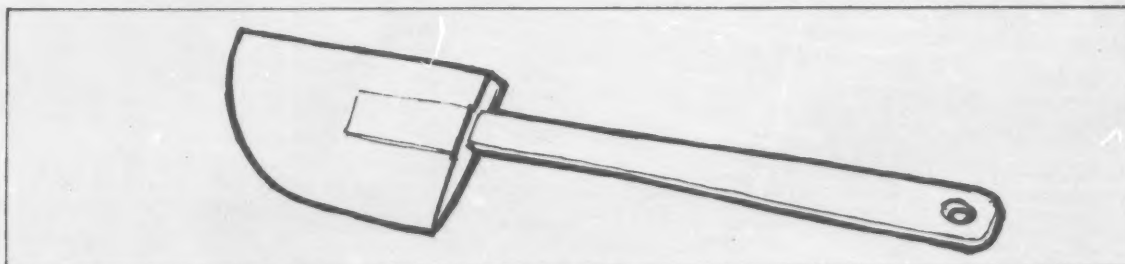
1. **Detergent:** Cleaning powder or liquid used to dissolve and remove dirt and stains



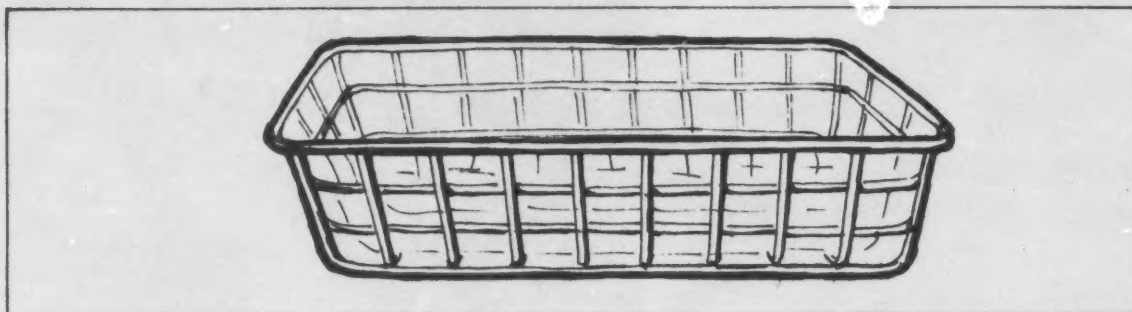
2. **Sanitizing Agent:** Liquid used to kill germs on equipment



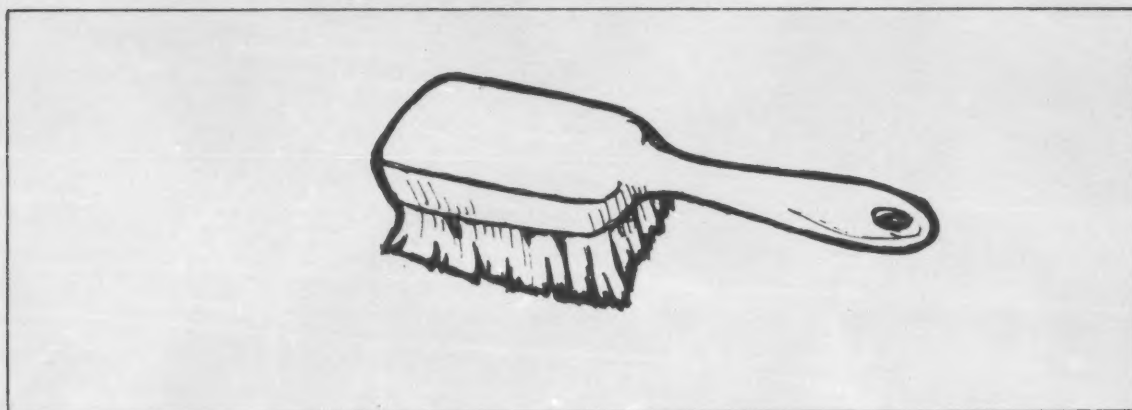
3. **Rubber Scraper:** Flexible utensil used to scrape food from equipment



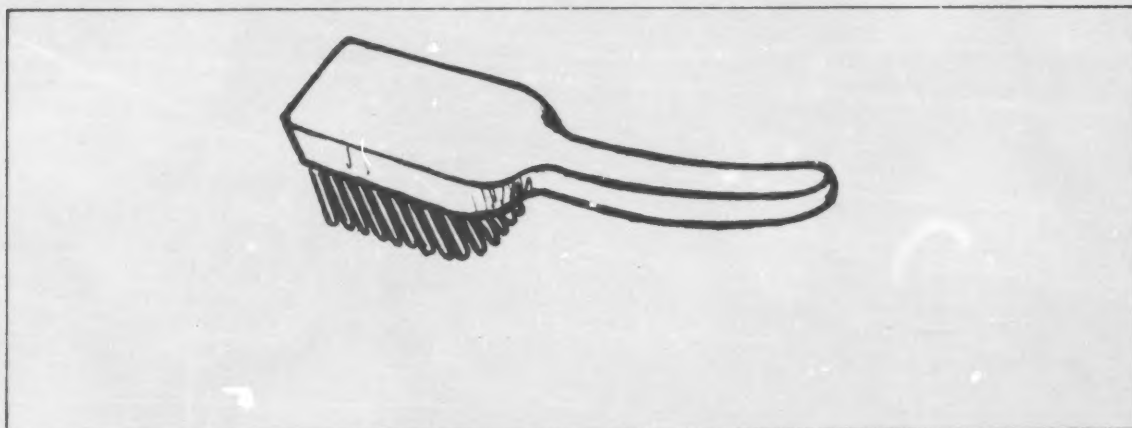
4. **Wire Basket:** Container for holding dishes so that they can air dry



5. **Fiber Brush:** Brush with fiber bristles for scrubbing utensils



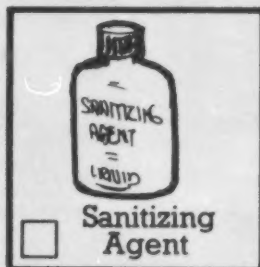
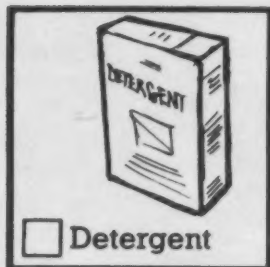
6. **Wire Brush:** Brush with wire bristles for scrubbing burned or hard to remove particles from cooking utensils



TURN TO NEXT PAGE

B. Steps for Washing Dishes by Hand

1. Find and check off the following:



2. Scrape garbage from dishes into garbage can or disposal.



3. Prerinse dishes if there are a lot to wash.



NOTE!

Whenever possible, glasses should be washed before other dishes and utensils.

4. Hand wash and brush glasses with a soft nylon brush before they are placed in the dishwashing sink.



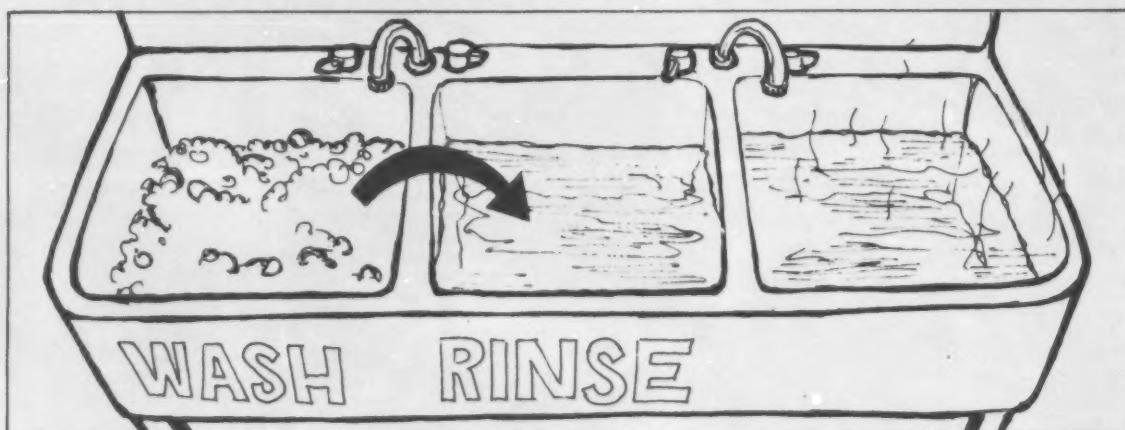
5. Presoak dishes, silverware, and utensils whenever possible to soften food particles.



6. Wash each dish separately in hot water. Use detergent according to instructions.

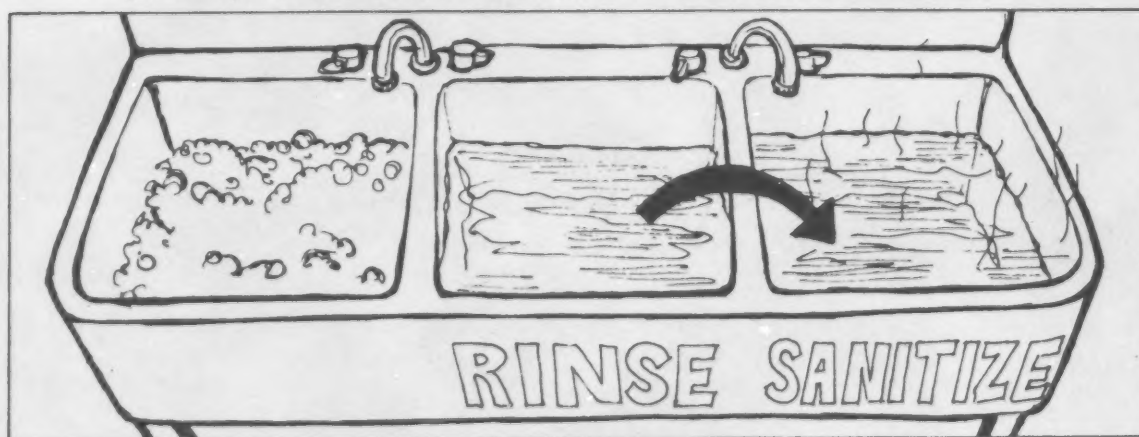


7. To rinse dishes, place them in long-handled wire baskets and set baskets in hot rinse water.

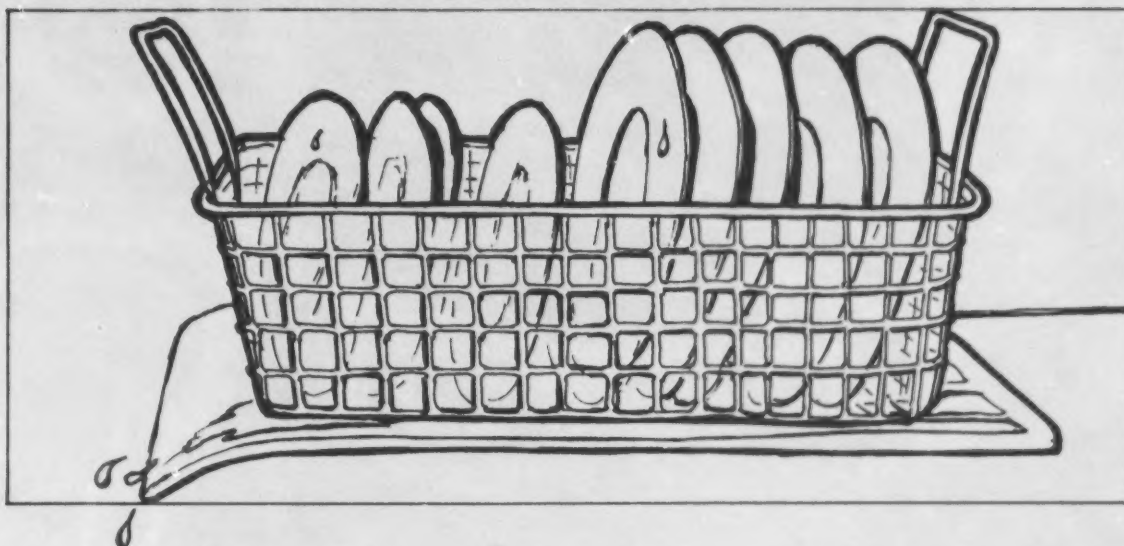


Use separate baskets for dishes, cups and glasses.

8. To sanitize dishes, place them in a sink of clean, hot water (180° F) for at least 30 seconds or use a sanitizing agent.



9. Lift baskets out and place them on drainboard to dry.



CAUTION!

Dishes should always be air dried. Using an unclean towel to dry dishes can put germs on the dishes.

10. Wash your hands before storing cleaned and sanitized food service equipment.



Store equipment properly.

11. Clean sinks by using a stiff nylon brush and a detergent.



Try to answer the following questions:

1. How does presoaking dishes make dishwashing easier?

2. Why do you think water must be a certain temperature when washing dishes?

3. Why must you always air dry dishes?

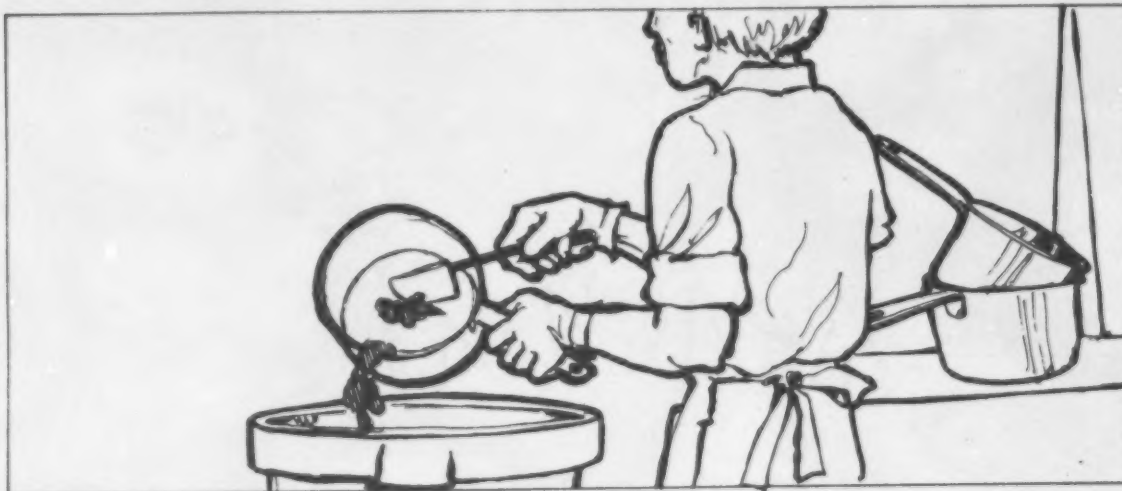
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C. Steps for Washing Pots and Pans by Hand

1. Find and check off the following:



2. Scrape pans into disposal or garbage can immediately before washing.



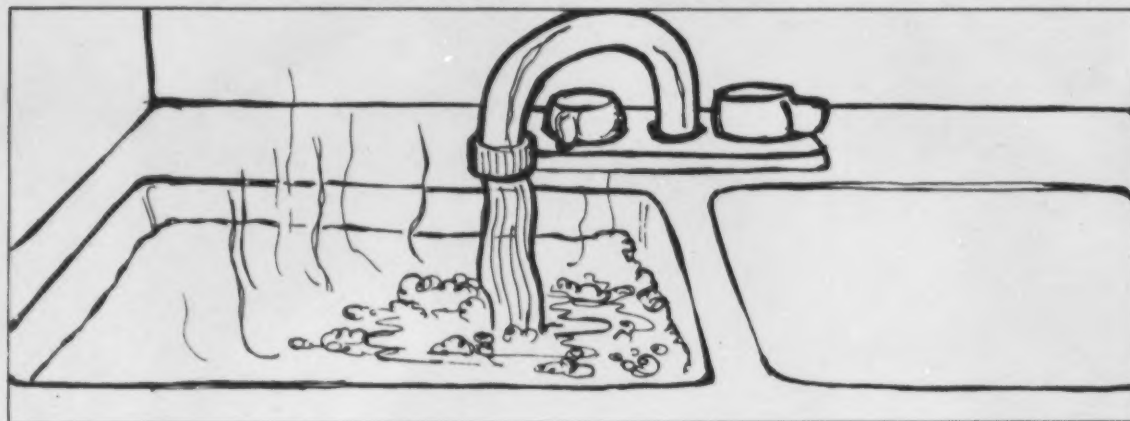
3. Soak pans by placing them in a large sink or by filling them with water and detergent.



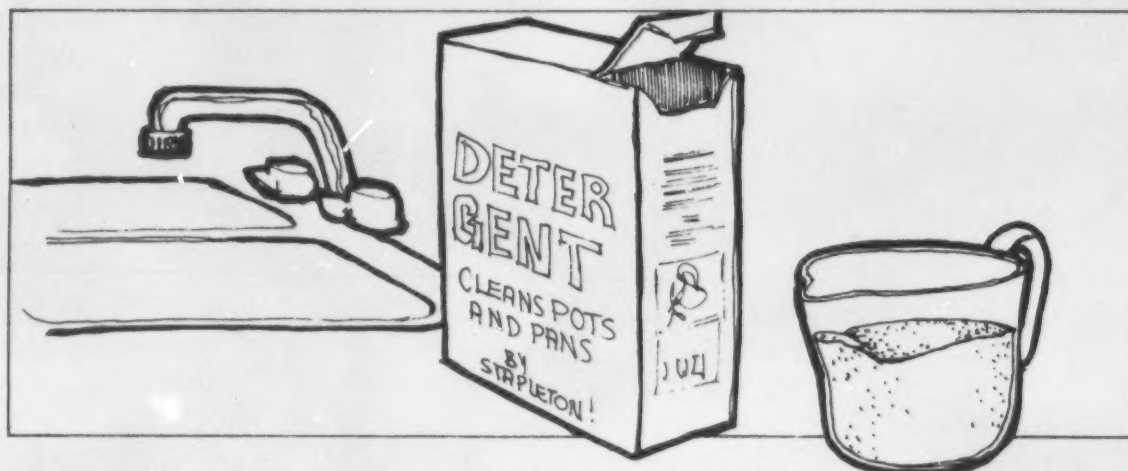
NOTE!

Soak greasy pans in hot water and soak pans that have been used for cooking milk and eggs in cold water.

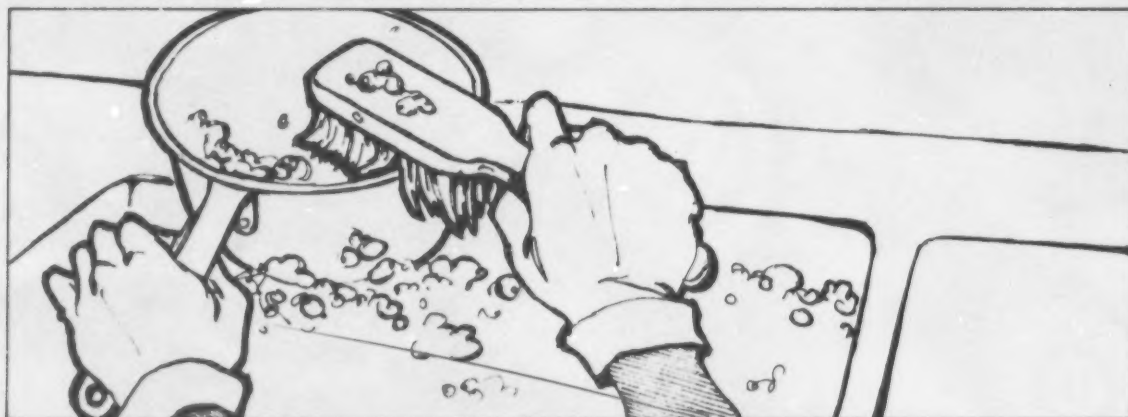
4. Clean sink and fill it with clean, hot water (110° to 120° F).



5. Measure and add detergent.



6. Wash pots and pans by using a clean fiber brush.



NOTE!

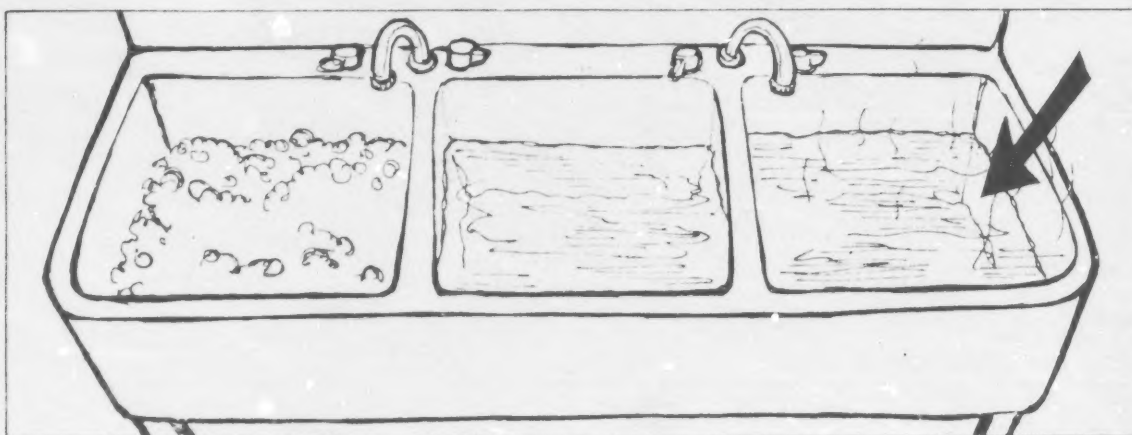
Change water, if needed, to keep temperature at 110°F.
Scrub burned pots and pans with wire brush.

7. Rinse pots and pans in warm water.



Change water often to keep it free of detergent.

8. Hold pots and pans in 170° water for two minutes to sanitize them.



A sanitizing agent can also be used.

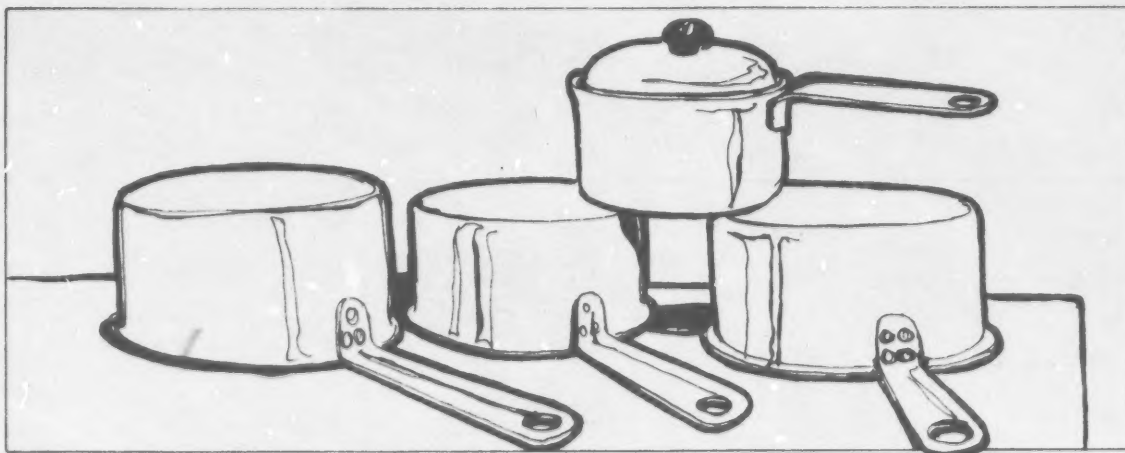
9. Hose pots and pans which are too large to be covered with steam or boiling water.



10. Remove pots and pans from sanitizing solution and allow them to air dry.



11. Cover or store pots and pans upside down to protect them from dust.



12. Clean sinks with a stiff brush and detergent.



Return equipment to its proper place.

Try to answer the following questions:

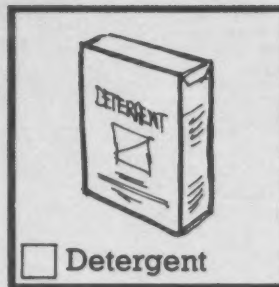
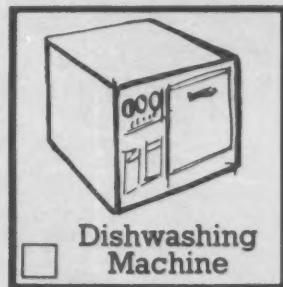
1. Why must you sometimes use a scrub brush on pots and pans?

2. Why must pots and pans be stored upside down?

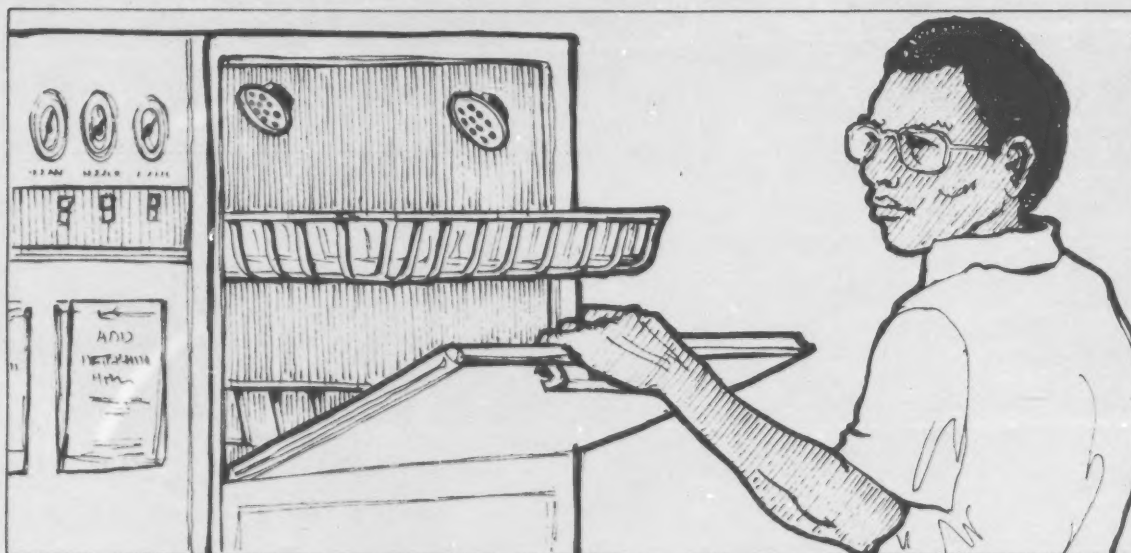
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D. Steps for Using a Dishwashing Machine

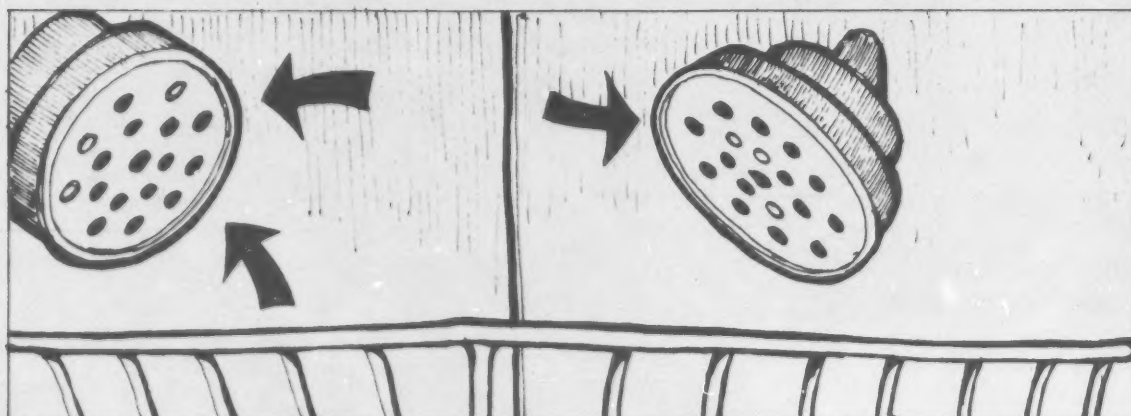
1. Find and check off the following:



2. Open the dishwashing machine.



3. Check sprayers to make sure they are not clogged.



NOTE!

Sprayers must be unclogged to allow proper amounts of water into the machine.

4. Add detergent to reservoir.



5. Add drying agent to reservoir.

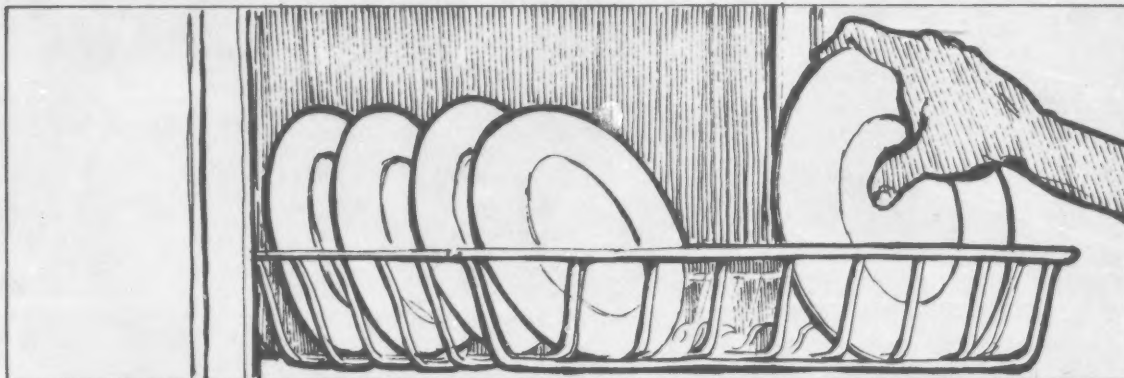
NOTE!

Different machines vary so follow supervisor's instructions for checking and filling your machine.

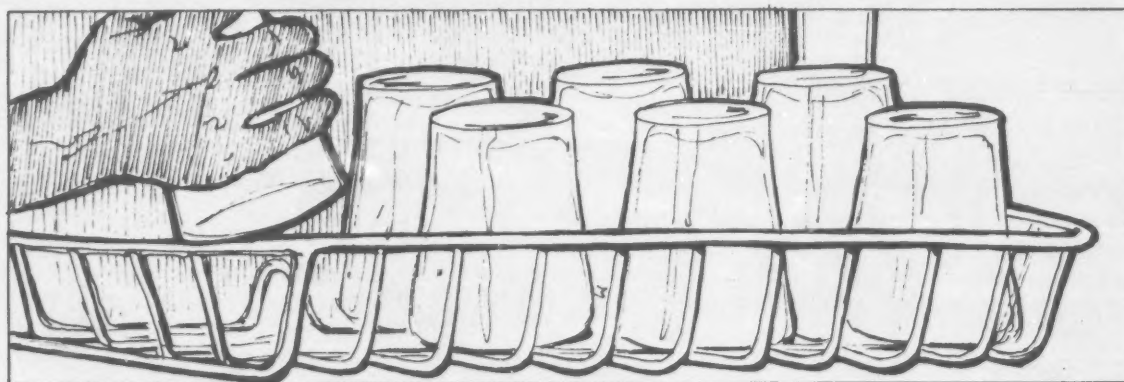
6. Scrape food from dishes. Soak dishes that have dried food. Prerinse if possible.



7. Load machine carefully. Place every dish so that water will completely cover it.



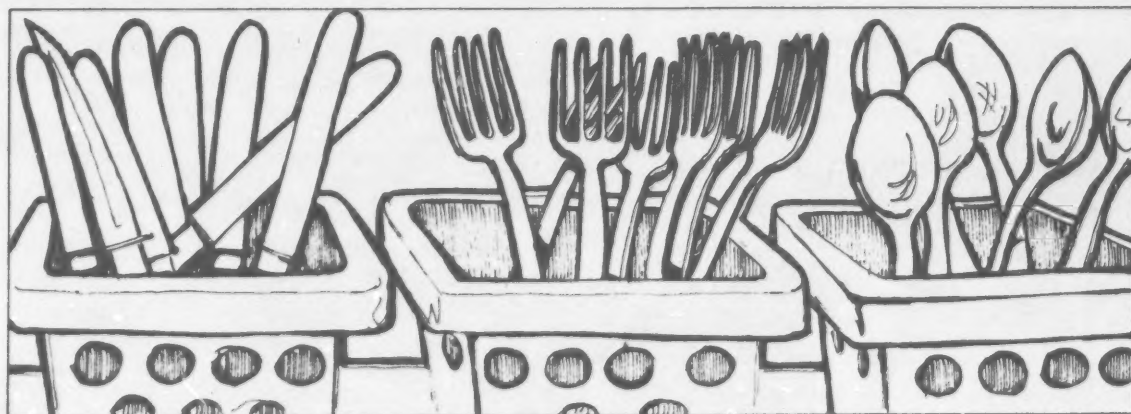
8. Place cups and glasses upside down on racks.



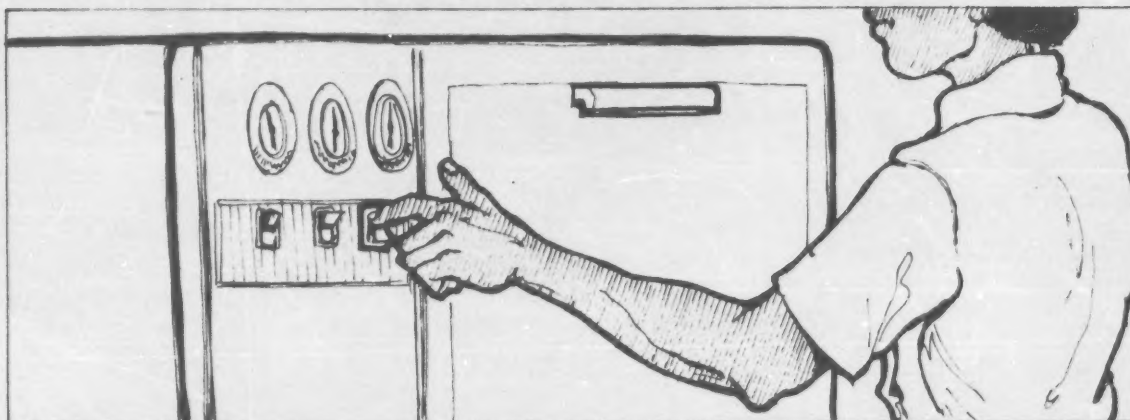
NOTE!

Similar dishes should be on the same rack.
Do not overcrowd racks.

9. Place fork prongs, bowls of spoons, and knife blades pointed up.

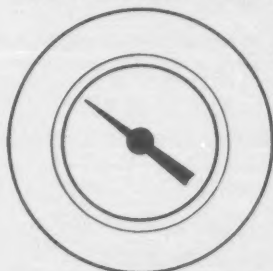


11. Operate dishwashing machine properly.

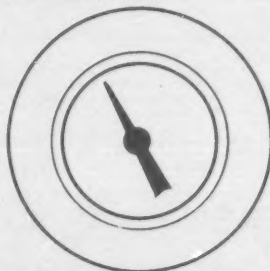


NOTE!

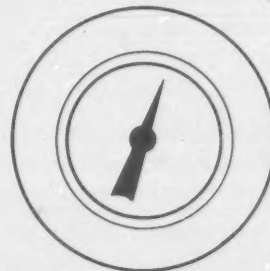
Check machine to be sure that correct temperature and water levels are maintained.



WASH 140-160°F



RINSE 170°F



FINAL WASH 190°F

12. Unload the machine.

CAUTION!

Dishes in machine will be very hot. Allow them to cool before removing.

Try to answer the following questions:

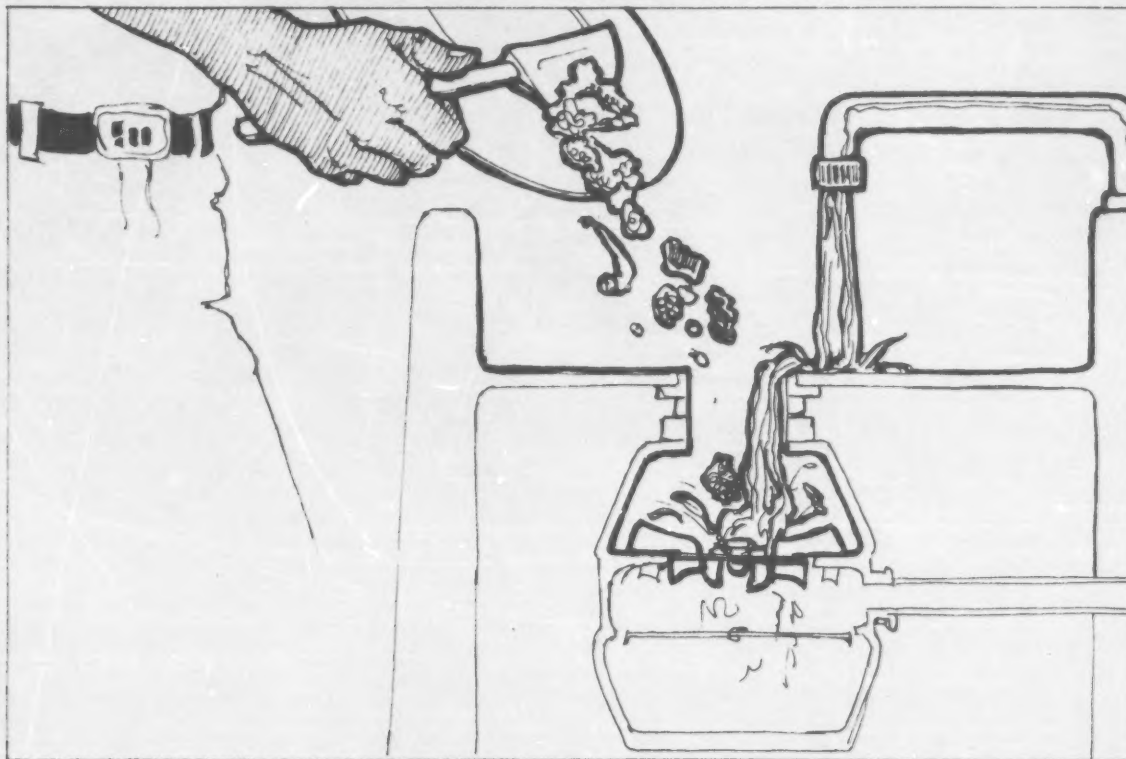
1. What do you think would happen if you did not scrape food from dishes before you put them in the dishwasher?

TURN TO NEXT PAGE

5-18

E. Steps for Safely Operating a Garbage Disposal

1. Run water into garbage disposal and put garbage into it.



NOTE!

Do not overload the machine.

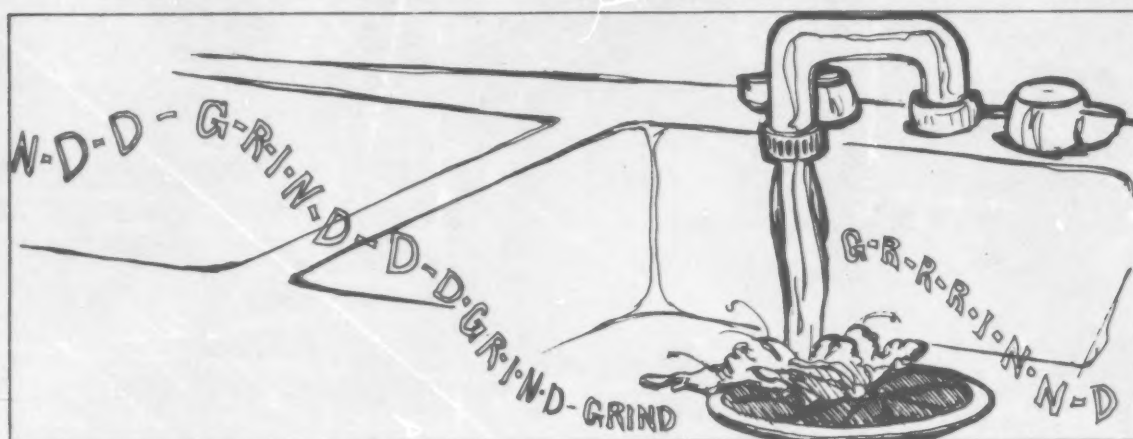
Do not put material into the disposal which will not grind. Bones, corncobs, apple cores, paper, rinds and grapefruit peels are some examples.

Keep fingers and hands out of unit at all times.

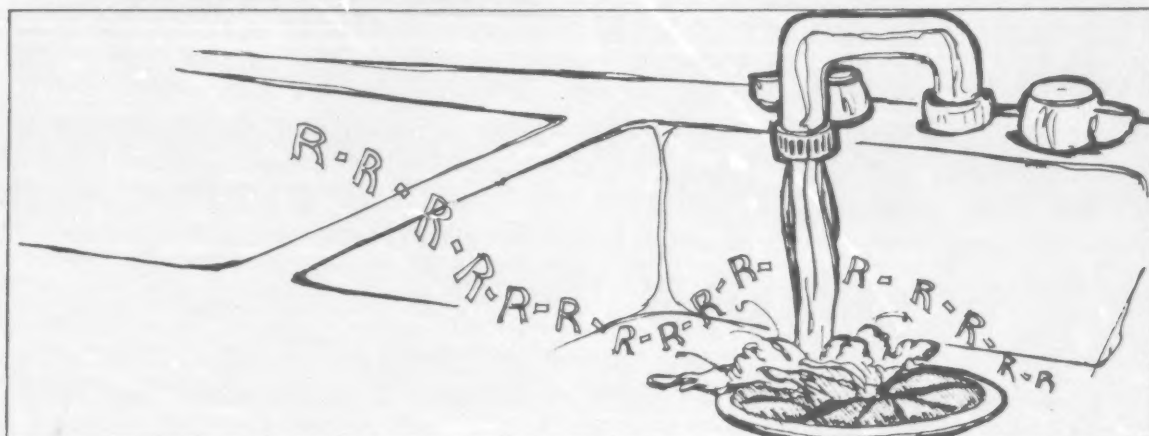
2. Turn on garbage disposal.



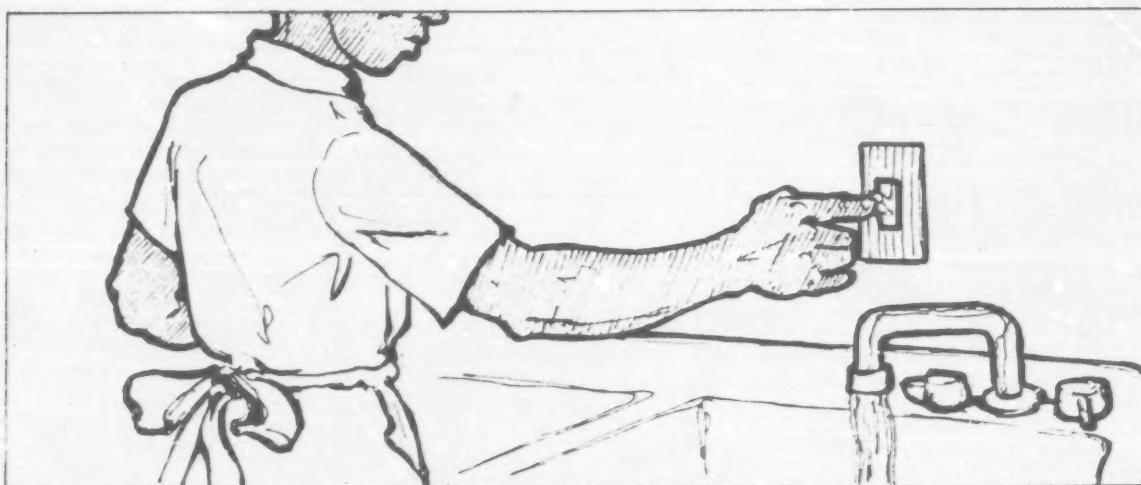
3. Continue to let water run while disposal grinds the garbage.



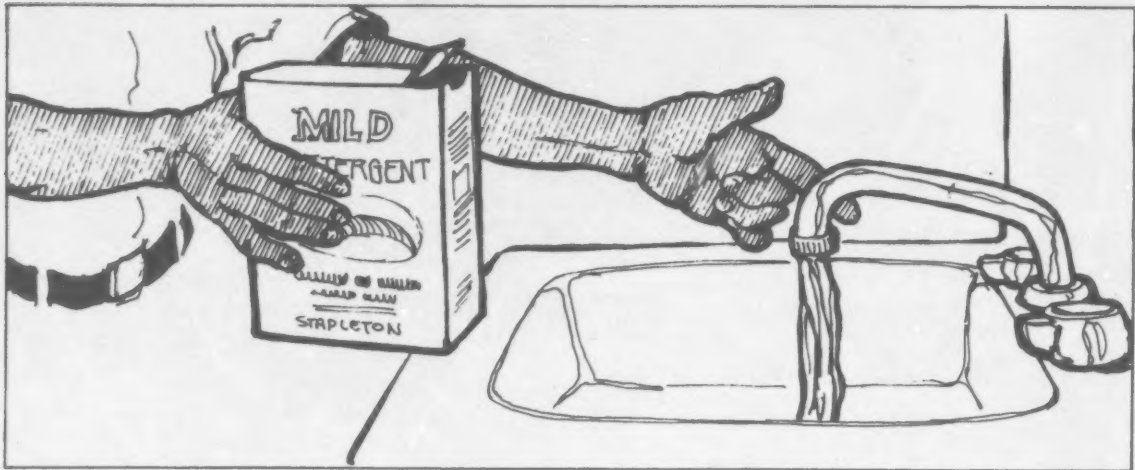
4. Run disposal after grinding is completed to wash garbage from the disposal blades.



5. Turn off disposal. Allow water to run a few minutes more, then shut off water.



6. Clean disposal by washing with mild detergent. Rinse with clean water.



Try to answer the following questions:

1. Name several things not to put in a garbage disposal.

2. Why is it so important to always run water into the disposal?

SEE YOUR INSTRUCTOR

Unit 5

Washing Dishes and Equipment

Practical Exercise Performance Checklist

Student _____ performed the following tasks

Tasks	Yes	No	Comments
Washing Dishes By Hand			
1. Assembles all needed equipment			
2. Scrapes and prerinses dishes			
3. Presoaks dishes			
4. Washes dishes correctly			
5. Rinses and sanitizes dishes			
6. Air dries dishes			
7. Stores dishes properly			
8. Cleans sinks			
Washing Pots and Pans			
1. Assembles needed equipment			
2. Scrapes and soaks pots and pans			
3. Cleans and fills sinks			
4. Measures and adds detergent			
5. Washes pots and pans thoroughly			
6. Rinses and sanitizes pots and pans			
7. Drains and air dries pots and pans			
8. Stores pots and pans correctly			
9. Cleans sinks			
Using a Dishwashing Machine			
1. Prepares and checks machine			
2. Scrapes or prerinses dishes			
3. Presoaks dishes			
4. Loads machine correctly			
5. Operates machine correctly			
6. Unloads machine carefully			
7. Stores dishes correctly			
Operating a Garbage Disposal			
1. Turns on water			
2. Puts garbage into machine			
3. Turns on switch to grind garbage			
4. Runs machine after garbage is grinded			
5. Turns off disposal then turns off water			
6. Cleans and rinses machine			

Satisfactory-Should Move On ☐

Should Repeat This Unit ☐

Instructor's Signature _____

Date _____

Vocational Preparation Curriculum
FOOD SERVICE



Unit 6
**Housekeeping Guidelines
for Food Service**

Developed by: Mary Ann Kercher



Unit 6

Housekeeping Guidelines for Food Service

Housekeeping Guidelines for Food Service

After you study this unit, you should be able to:

1. List housekeeping guidelines which can keep a food service business clean and sanitary.
2. Write correct procedures for wet mopping.
3. List daily restroom cleaning tasks.
4. Clean trash containers.

Show What You Can Do.

Check the statement that fits you best.

☐

I can do all the tasks above and want to do the Practical Exercise Performance Checklist.



SEE YOUR INSTRUCTOR

☐

I want to study the information in this unit before doing the Practical Exercise Performance Checklist.



TURN TO NEXT PAGE AND BEGIN

Unit 6

Housekeeping Guidelines for Food Service

Introduction

Keeping a food service business clean, sanitary, and orderly is important for the health and safety of workers and customers.

In this unit, you will learn guidelines for cleaning and sanitizing food service areas. You will also learn procedures for wet mopping floors and for cleaning restrooms and trash containers.



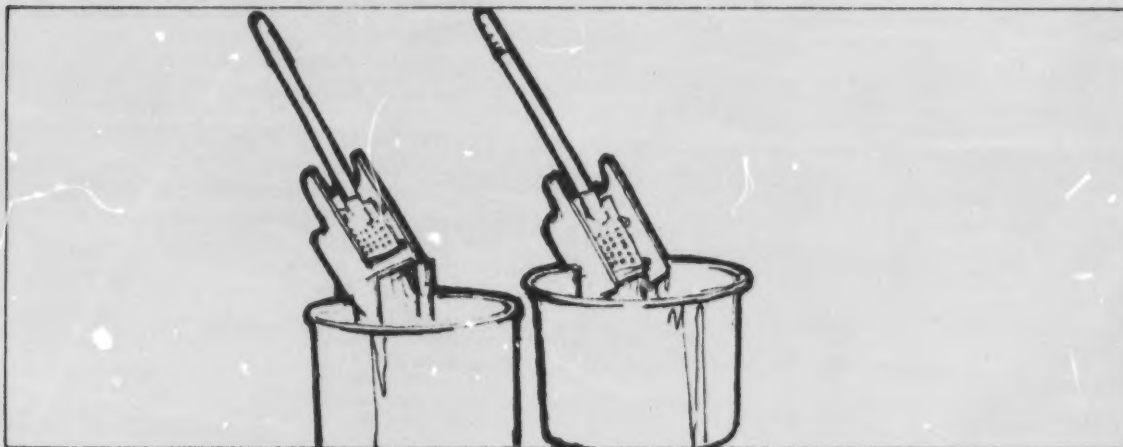
TURN TO NEXT PAGE

Unit 6

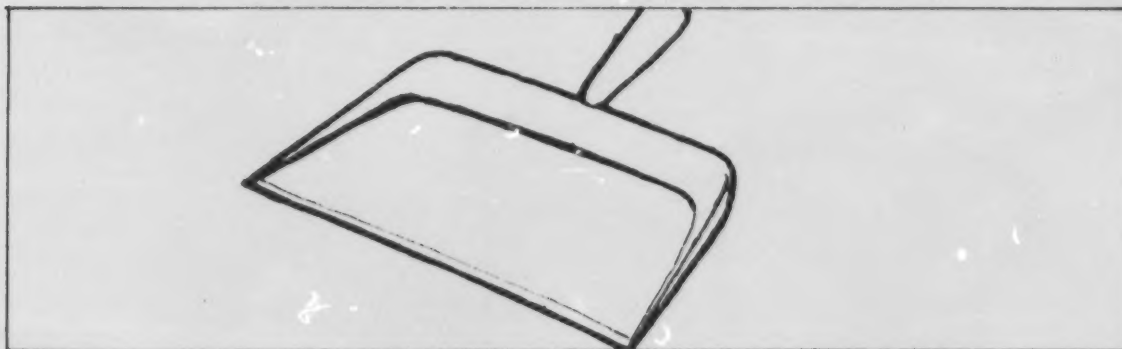
Housekeeping Guidelines for Food Service

A. New Materials and Equipment Needed for Housekeeping

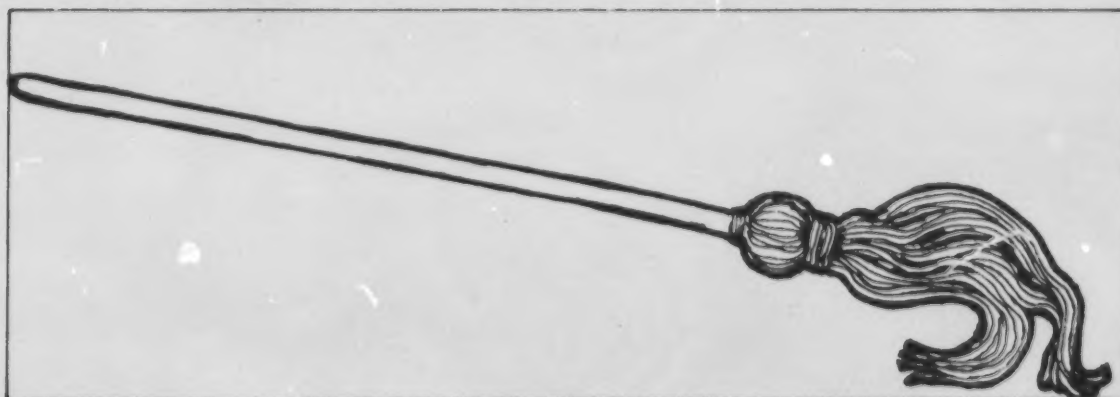
1. **Mop Buckets:** Buckets with wringers used when scrubbing floors with a mop



2. **Dust Pan:** Cleaning utensil used for collecting dust and dirt from floor



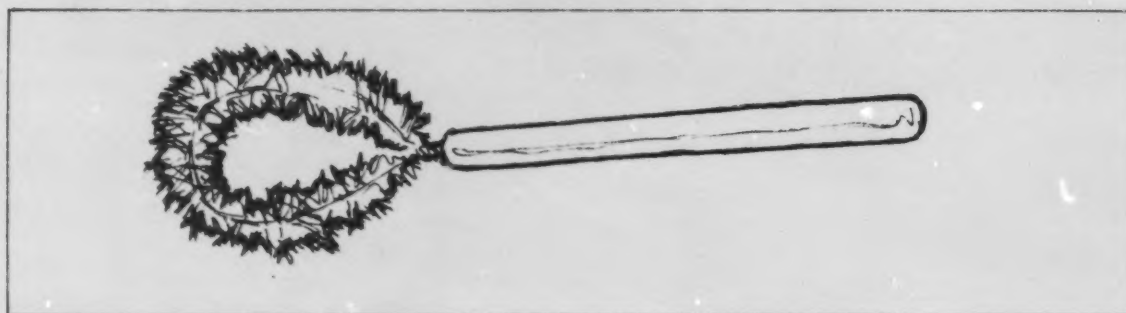
3. **Wet Mop:** Type of mop to be used for cleaning floors



4. **Broom:** Tool used to sweep dirt and dust from floor



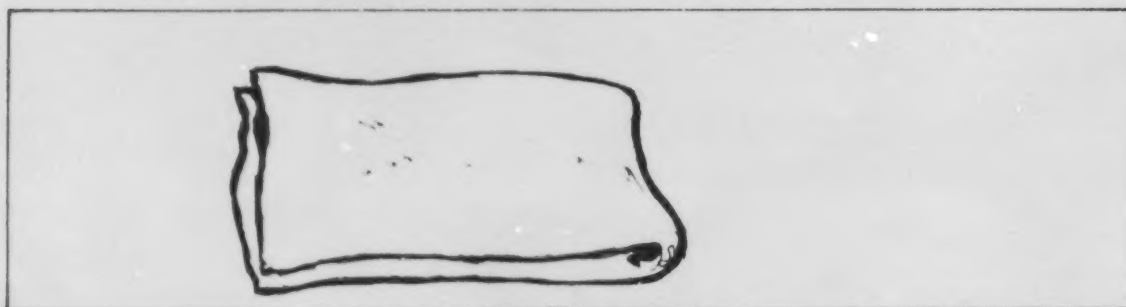
5. **Toilet Brush:** Brush used to clean inside of toilet bowl



6. **Dust Mop:** Dry mop used to pick up dust



7. **Dust Cloth:** Cloth used to wipe dirt and dust from fixtures and furniture



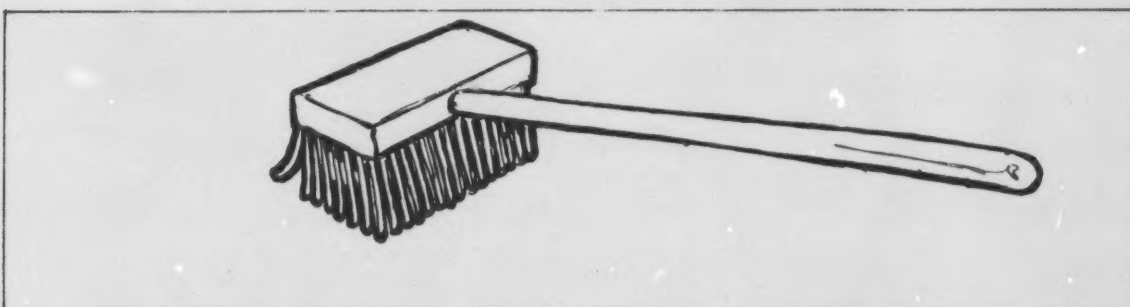
8. **Rubber Gloves:** Gloves used to protect hands from germs and dirt



9. **Small Bucket:** Bucket used to hold water and cleaning agent



10. **Long-handled Brush:** Brush used to clean inside of trash containers



11. **Trash Can Liner:** Plastic bags used to hold trash inside a trash container



TURN TO NEXT PAGE

B. Guidelines for Cleaning Food Service Businesses

1. Wipe tables and booths with a damp cloth to which detergent and sanitizer have been added.



2. Wipe ashtrays with a separate cloth.



3. Keep napkin holders and salt and pepper shakers clean. Check them often.



4. Check windows and doors for fingerprints and dirt. Clean them with window cleaner.



5. Counter tops and work surfaces should be wiped clean before and after food is placed on them.



6. Keep all work surfaces dry.



7. Store everything you use in the correct storage or locker space provided for it.



8. Never store cleaning supplies around food or where they might cause accidents or falls.



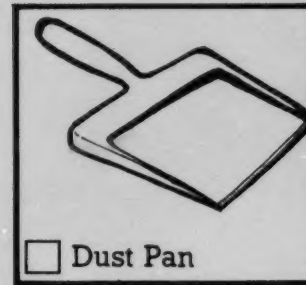
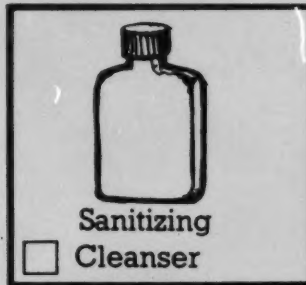
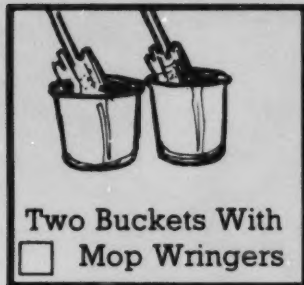
CAUTION!

Keep chemical poisons away from food. Keep them covered, clearly labeled, and stored in a locked cabinet.

TURN TO NEXT PAGE

C. Procedure for Wet Mopping a Floor

1. Find and check off the following:



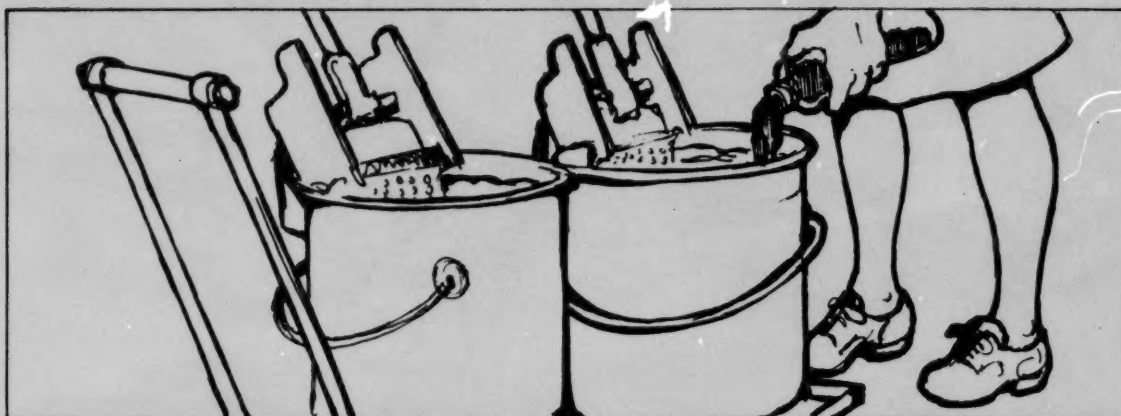
2. Sweep entire floor area. Collect and dispose of dirt and trash.



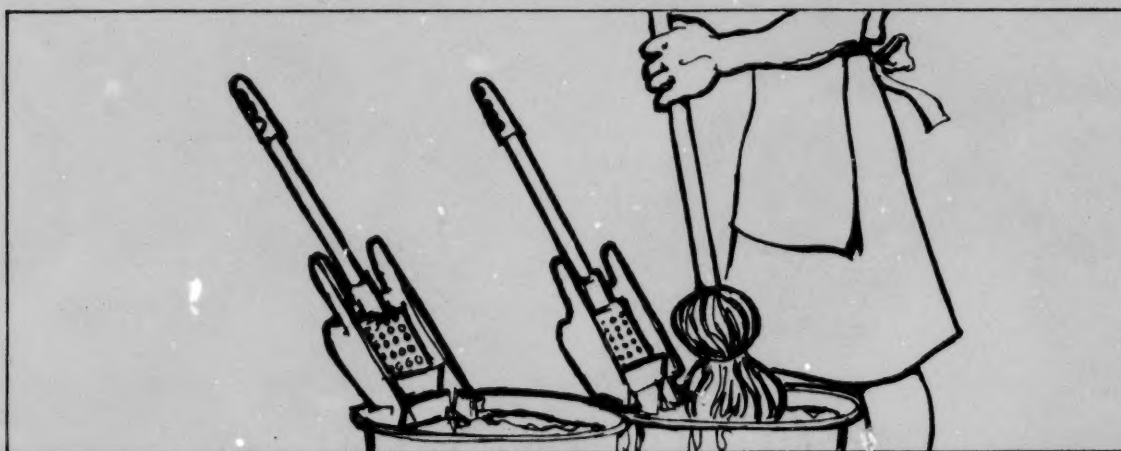
NOTE!

Never sweep floor near a customer who is eating.

3. Fill buckets with water. Add sanitizing cleaner to one bucket.



4. Soak mop in sanitizer and wring it.



5. Mop work area in sections. If work area is a hallway, mop half of it at a time, leaving one dry lane for walking.



6. Leave cleaning solution on floor for about 10 minutes.
7. Rinse floor with the other mop which has been dipped into clean water.



8. Allow floor to dry.



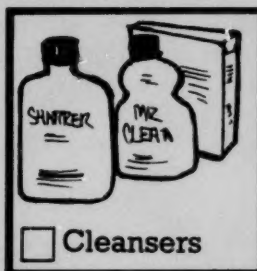
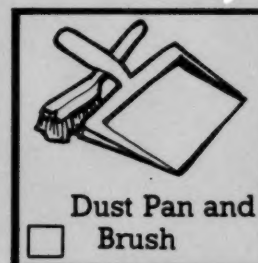
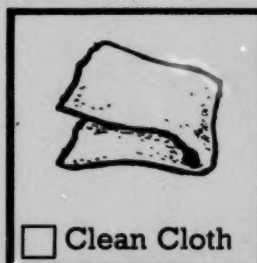
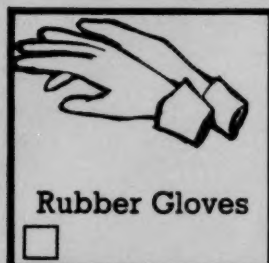
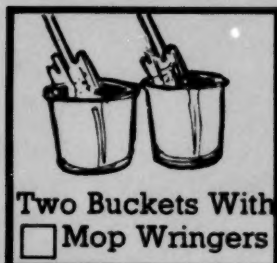
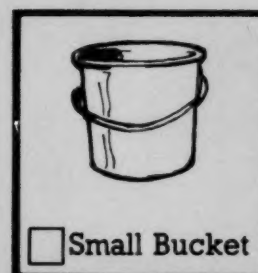
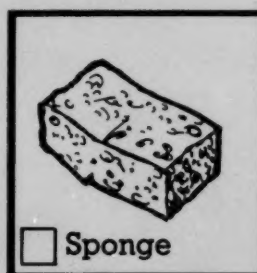
9. Return all equipment.



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D. Daily Restroom Cleaning Procedures

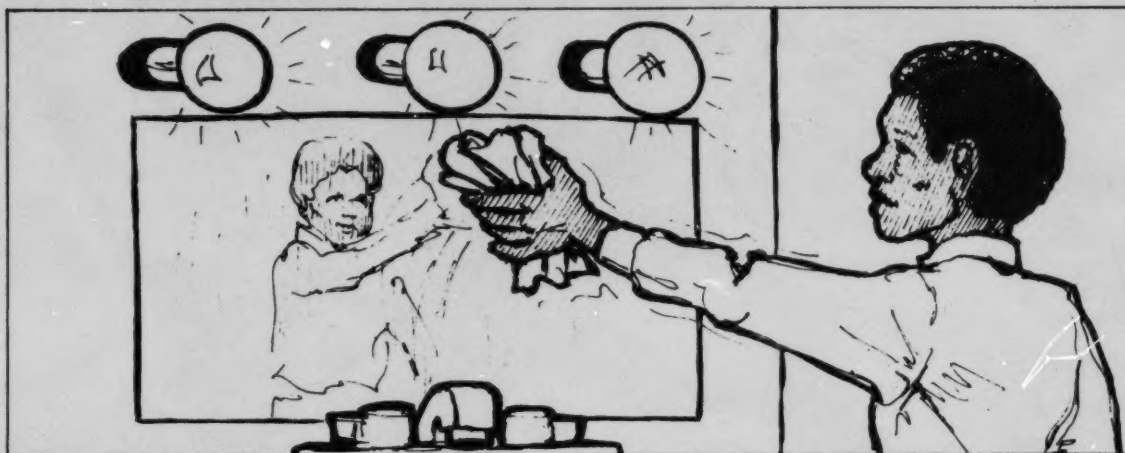
1. Find and check off the following:



2. Fill small bucket with water and sanitizer.



3. Wipe off all fixtures (mirrors, faucets, lights, etc.) with sanitized cloth.



4. Clean sinks using paste cleanser. Dry and polish them.



5. Empty trash containers. Wipe them inside and out with sanitized cloth.



6. Place sanitizer in toilet bowls.



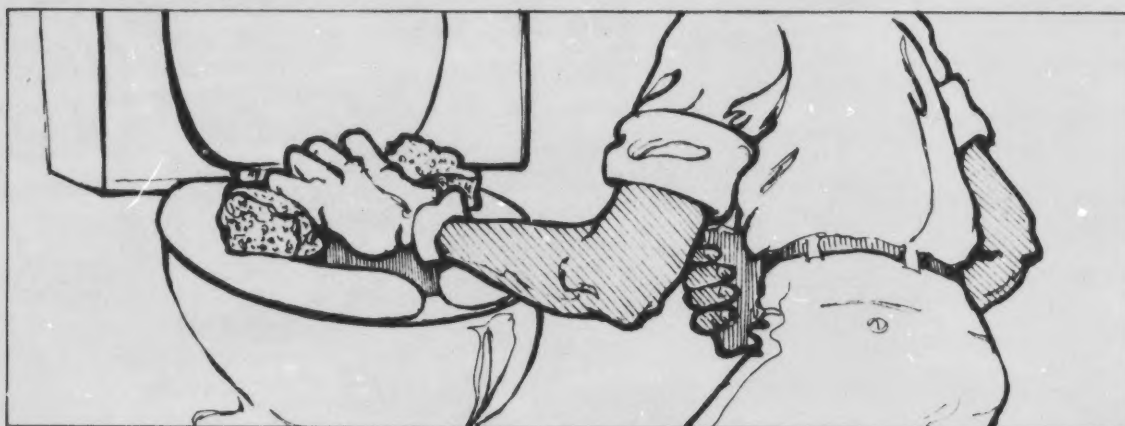
7. Put on rubber gloves.



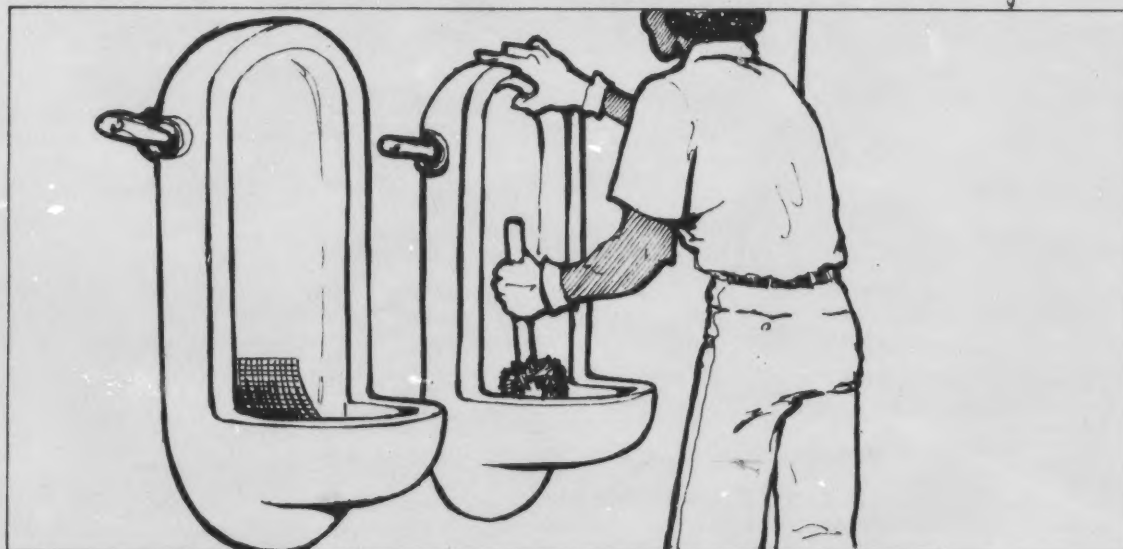
8. Scrub toilet bowls vigorously with a bowl brush.



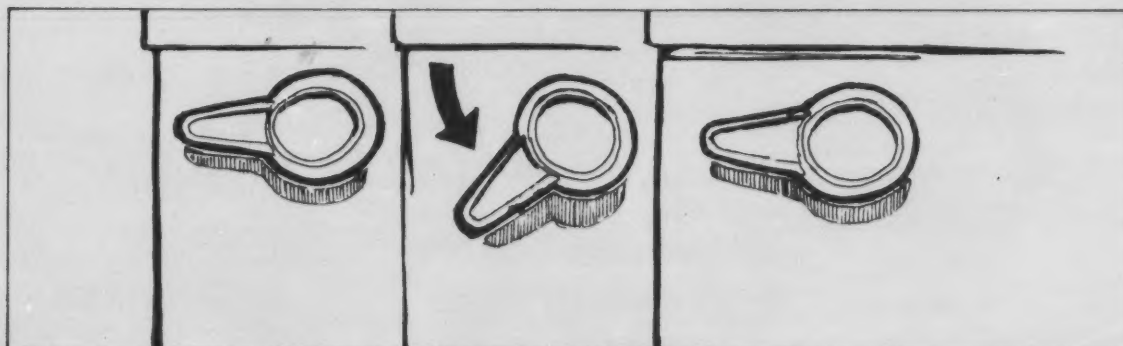
9. Wipe top and bottom of seats with a sponge dipped in sanitary solution.



10. Scrub urinals with a brush and sanitizing solution.



11. Flush all bowls and urinals.



12. Remove rubber gloves.



13. Dust mop the floor. Pick up trash and dirt with a dust pan and brush.



14. Dip mop into bucket of sanitizing solution and wring it out.



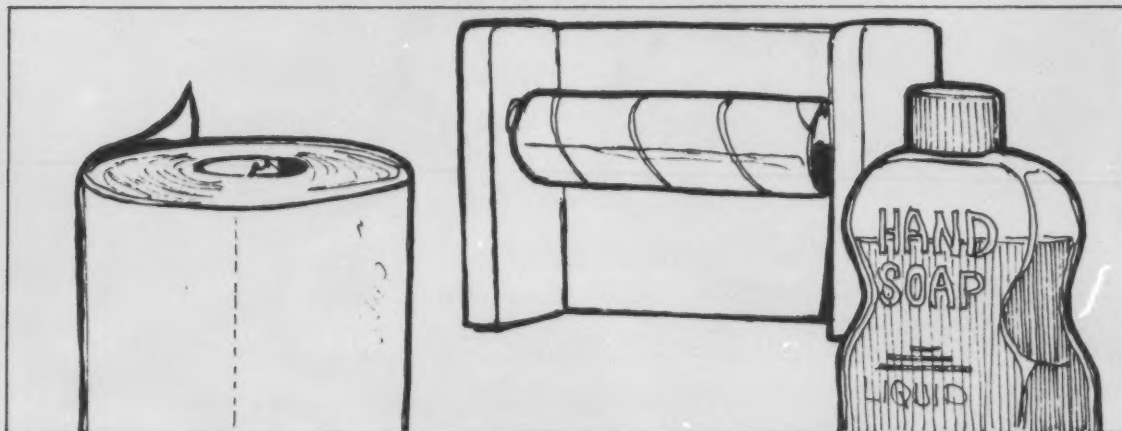
15. Mop along baseboards and then mop center of the floor.



16. Rinse floor with mop dipped in clean water.



17. Replace all needed supplies (towels, toilet paper, and soap).



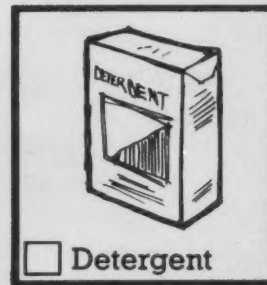
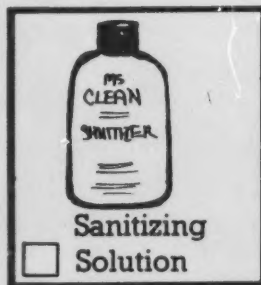
18. Return all equipment to proper storage areas.

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E. Cleaning Trash Containers

1. Find and check off the following:



2. Remove trash container liner and dispose of it properly.



3. Scrub inside, outside, cover, and bottom of trash container with warm sudsy water and long-handled brush.



NOTE!

This brush should only be used to scrub trash containers.

4. Empty sudsy water from container and rinse.



NOTE!

At least twice a week add a sanitizer such as chlorine bleach to the water.

5. Thoroughly dry container with a cloth.



6. Return all equipment.

SEE YOUR INSTRUCTOR

Unit 6

Housekeeping Guidelines For Food Service

After studying this unit, you should be able to answer these questions:

1. Why is it important to keep food service areas clean, orderly, and sanitary?

2. Name three cleaning tasks you must perform when cleaning a restroom.

3. Why is it unsafe to store cleaning chemicals in the same area where food is kept?

4. Explain why a food service worker should wet mop one section of floor at a time.

5. Why do you think it is important to keep trash containers clean and sanitized?

SEE YOUR INSTRUCTOR

Unit 6

Housekeeping Guidelines for Food Service

Practical Performance Exercise

Name _____

What Should You Do?

Circle **Yes** or **No** to answer each question below.

1. Should you sweep a floor near a customer who is eating?
Yes No
2. Should doors and windows be cleaned once a week?
Yes No
3. Should cleaning supplies be stored near food supplies?
Yes No
4. Should counter tops and other work surfaces be kept as dry as possible? **Yes No**
5. Should ashtrays be wiped with the same cloth that is used to clean table tops? **Yes No**
6. Should the entire floor of a hallway be mopped at one time?
Yes No

SEE YOUR INSTRUCTOR

Unit 6

Housekeeping Guidelines For Food Service

Practical Exercise Performance Checklist

Student _____ performed the following tasks

Tasks	Yes	No	Comments
General Procedures			
1. Wipes off tables and booths			
2. Empties and wipes ashtrays			
3. Cleans and fills salt and pepper shakers and napkin holders			
4. Cleans windows and doors			
5. Cleans, sanitizes, and dries counters and work surfaces.			
6. Keeps storage areas clean and orderly			
Wet Mopping a Floor			
1. Assembles necessary equipment			
2. Sweeps floor area			
3. Correctly mops each section of floor			
4. Rinses floor and allows it to dry			
5. Returns equipment to its proper place			
Daily Restroom Cleaning Tasks			
1. Assembles needed equipment			
2. Empties and wipes trash containers			
3. Wipes fixtures with sanitizer			
4. Cleans sinks with paste cleanser			
5. Sanitizes toilets and urinals			
6. Dust mops the floor			
7. Wet mops the floor			
8. Fills all supply dispensers			
9. Returns all equipment to storage areas			
Procedure for Cleaning Trash Containers			
1. Assembles all needed equipment			
2. Removes trash container liners			
3. Scrubs trash container with warm soapy water and long-handled brush.			
4. Rinses container with clear water			
5. Dries container			
6. Returns all equipment to proper areas			

Satisfactory-Should Move On ☐
Should Repeat This Unit ☐

Instructor's Signature

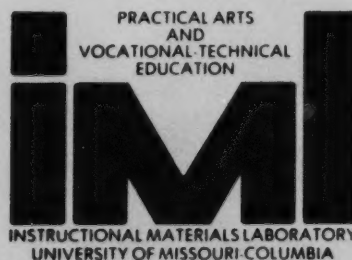
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Vocational Preparation Curriculum
FOOD SERVICE



Unit 7
Table Service

Developed by: Mary Ann Kercher



Unit 7

Table Service

Table Service

After you study this unit, you should be able to:

1. Identify types of customer services found in restaurants, cafeterias, and fast-food businesses.
2. List basic table service rules.
3. Identify correct procedures for serving a customer.
4. Load and handle a food tray correctly.

Show What You Can Do.

Check the statement that fits you best.

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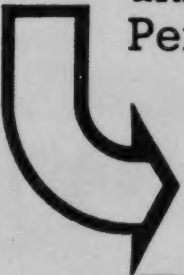
I can do all the tasks above and want to do the Practical Exercise Performance Checklist.



SEE YOUR INSTRUCTOR

☐

I want to study the information in this unit before doing the Practical Exercise Performance Checklist.



TURN TO NEXT PAGE AND BEGIN

Unit 7 Table Service

Introduction

A waiter or waitress has many chances to work with and meet people. When waiting on customers the waitress or waiter must be aware of many things to make customers feel at home and want to come back. Their duties vary according to the size and type of food service business.

In this unit, you will learn about types of customer service, good table service practices, and how to load and handle a tray.



TURN TO NEXT PAGE

A. Types of Customer Service

1. **Table Service:** Customer is waited on at table or booth where food is also served.



2. **Cafeteria Service:** Customers collect food on a tray and take food to a table; food service workers place food on trays, serve drinks.



3. **Fast-Food Service:** Customers order and pick up their food at a counter; workers assemble the food and often prepare it



TURN TO NEXT PAGE

B. Guidelines for Table Service

1. Use sanitary habits when handling dishes and silverware.



2. Be quick, quiet, and courteous toward customers.



NOTE!

Refill glasses, clear away side dishes, and empty ashtrays
BEFORE being asked.

3. Remove soiled dishes as everyone finishes.



4. Empty ashtrays continuously.



NOTE!

Always cover ashtrays to keep ashes from flying when a customer is nearby.

5. Thank customers as they leave and invite them back.



TURN TO NEXT PAGE

C. Procedure for Serving a Meal

1. Study the menu before waiting on customers.



2. Greet customers with a smile, a glass of water, and a menu.



3. Allow time for customers to look over the menu before you take their order.



NOTE!

Customers are usually ready to place their orders when they lay the menu down or signal the waiter or waitress.

4. Take the customer's order. List customer's selections in the order that they are to be served.



5. Repeat order to make sure that it is correct. Give customer a chance to change or add to the order.



6. Be certain that you know how to spell and write the food items on the menu.



7. Turn order into the kitchen.



8. When delivering a large amount of food, load it onto a tray.

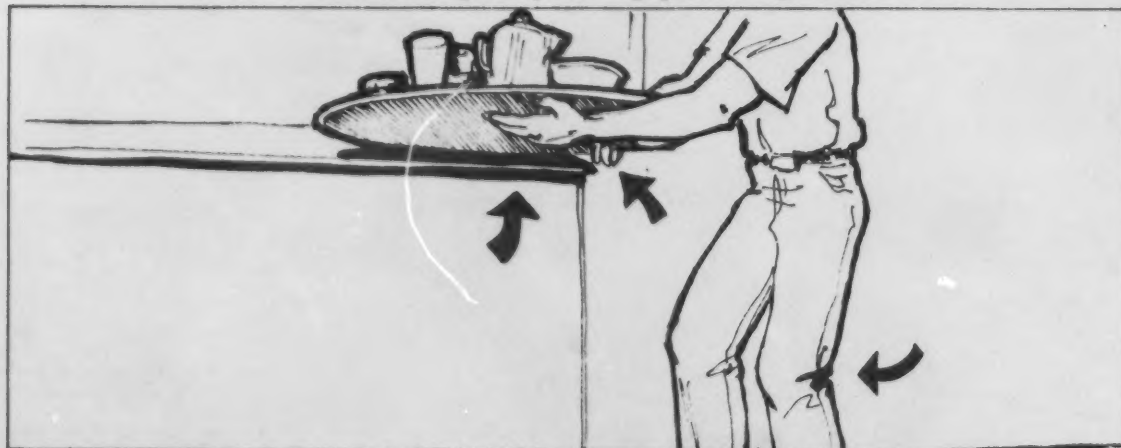


Place heavier plates in center and lighter items toward tray edges.

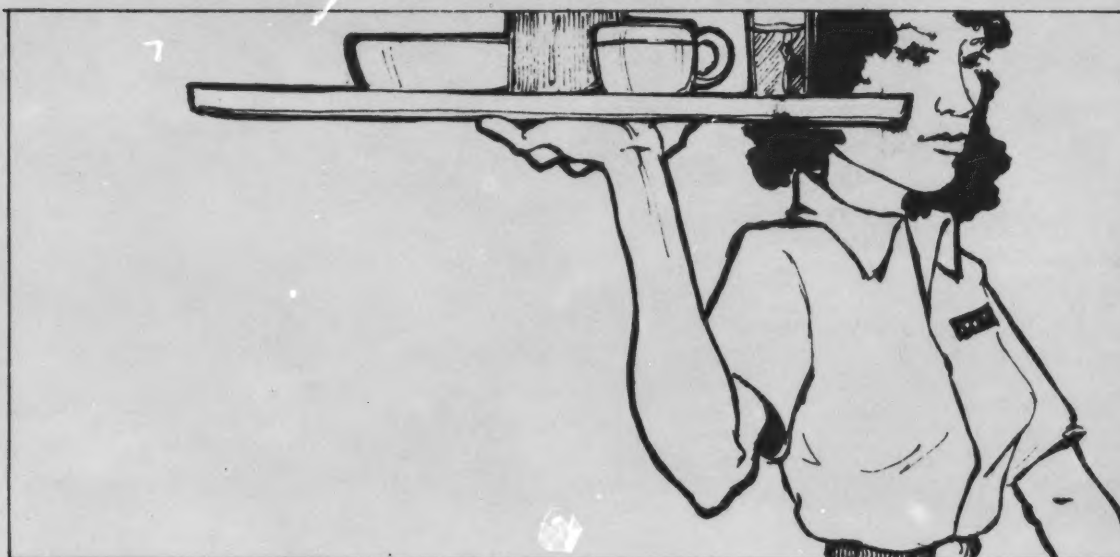
CAUTION!

When stacking a tray be sure that it is balanced and not overloaded.

9. Lift tray by slightly bending knees; sliding hand under tray to center; and raising tray using your leg muscles.



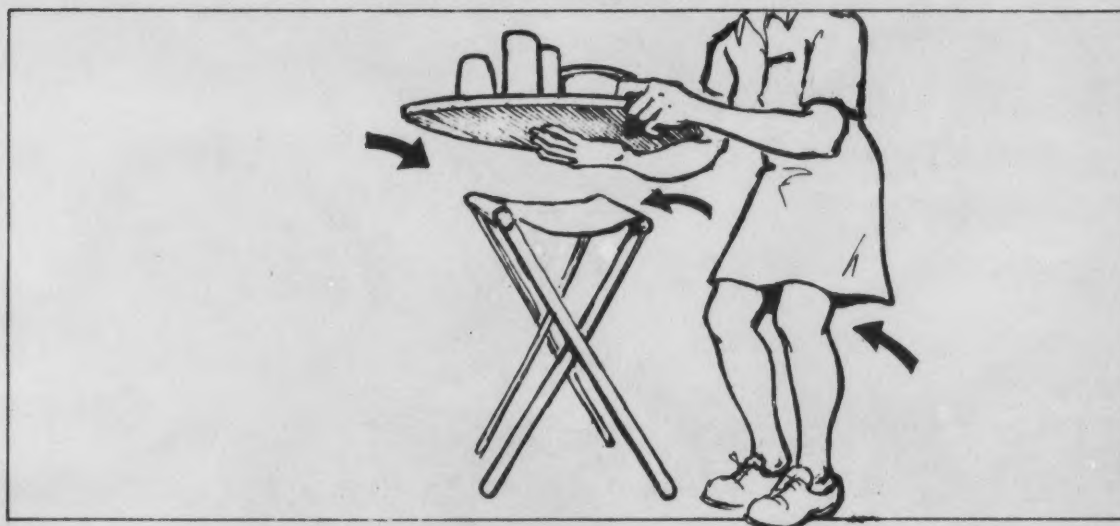
10. Carry the tray shoulder high and walk with a normal step.



CAUTION!

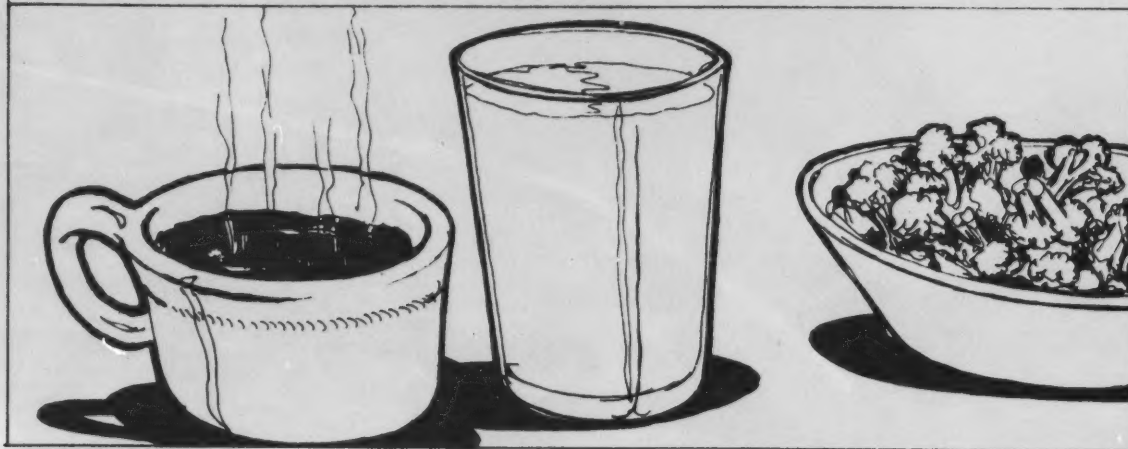
Watch where you are going - do not watch tray.

11. Bend your knees slightly to place tray on edge of tray stand near table that you are serving.

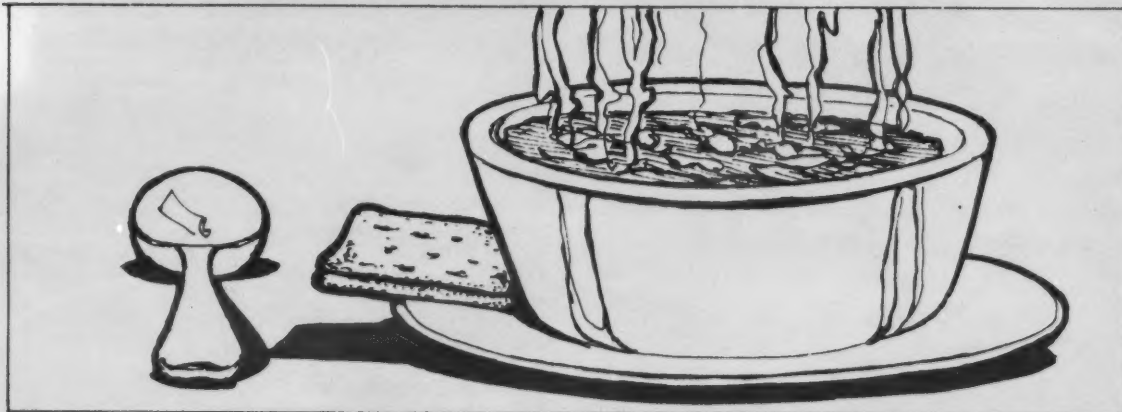


12. Carefully slide tray onto tray stand with your free hand.

13. Serve drinks and appetizers.



14. Remove soiled dishes and serve soup.



15. Remove soiled dishes and serve salads.



NOTE!

Never reach in front of or across one customer to serve another unless customers are in a booth.

16. Remove soiled dishes and serve main course. Serve hot foods first and then cold foods.



17. Remove soiled dishes. Serve dessert and coffee.



18. Remove soiled dishes. Refill drinks.
19. Present check to customer by placing it face down and toward center of table.



SEE YOUR INSTRUCTOR

Unit 7 Table Service

Student's Name _____

After studying this unit, you should be able to answer these questions:

1. What are some ways that a waiter can help a customer?

2. Why do you think a waitress should always repeat an order back to a customer?

3. Why is it important for a waitress or waiter to be friendly and courteous to customers?

SEE YOUR INSTRUCTOR

Unit 7 Table Service

Practical Performance Exercise

Name: _____

What Should You Do?

Directions: Read each sentence. Circle Yes if it is something a food service worker should do. Circle No if it is something that should not be done.

1. You study the day's menu before starting to work.
Yes No
2. You repeat the order back to a customer after you write it down. Yes No
3. You carry heavy plates in your hands instead of going to the trouble of loading them on a tray. Yes No
4. You place the heaviest items in the center of the tray.
Yes No
5. You always carry a tray on your shoulder. Yes No
6. You reach across a table in front of one customer to serve dessert to another customer. Yes No
7. You serve a side dish of cottage cheese before serving roast beef. Yes No
8. You hold a plate of food with your fingers under the plate and your thumb on top of it. Yes No
9. You cover an ashtray when removing it from a table with customers. Yes No

SEE YOUR INSTRUCTOR

Unit 7 Table Service

Practical Exercise Performance Checklist

Student _____ performed the following tasks

Tasks		Yes	No	Comments
1.	Becomes familiar with the menu			
2.	Greets customers courteously			
3.	Gives water and menu to customers			
4.	Takes customer's order and repeats it back			
5.	Turns order into kitchen			
6.	Correctly loads and unloads trays			
7.	Serves drinks and appetizers			
8.	Removes dishes and serves soup			
9.	Removes dishes and serves salad			
10.	Removes dishes and serves main course			
11.	Removes dishes and serves dessert and coffee			
12.	Removes dishes and refills drinks			
13.	Presents the bill			
14.	Uses sanitary habits when handling foods			
15.	Works quickly and quietly			
16.	Empties ashtrays carefully			

Instructor's Signature

Date

Satisfactory-Should Move On ☐
Should Repeat This Unit ☐

Vocational Preparation Curriculum
FOOD SERVICE



Unit 8
Cafeteria Service

Developed by: Mary Ann Kercher

Unit 8

Cafeteria Service

Cafeteria Service

After you study this unit, you should be able to:

1. List basic guidelines for cafeteria service.
2. Identify steps for cleaning and using a cold food table.
3. Use and clean a steam table.

Show What You Can Do.

Check the statement that fits you best.

☐

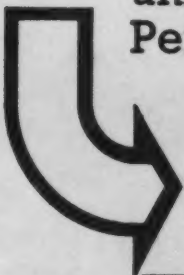
I can do all the tasks above and want to do the Practical Exercise Performance Checklist.



SEE YOUR INSTRUCTOR

☐

I want to study the information in this unit before doing the Practical Exercise Performance Checklist.



TURN TO NEXT PAGE AND BEGIN

Unit 8 Cafeteria Service

Introduction

Cafeteria customers usually select their own food. Because of this, cafeteria line workers must quickly serve the food which customers select and keep their work stations well-stocked and clean so that there is always a full selection of foods from which the customer may choose.

In this unit, you will learn about procedures for cafeteria service. You will also learn how to use and clean steam tables.



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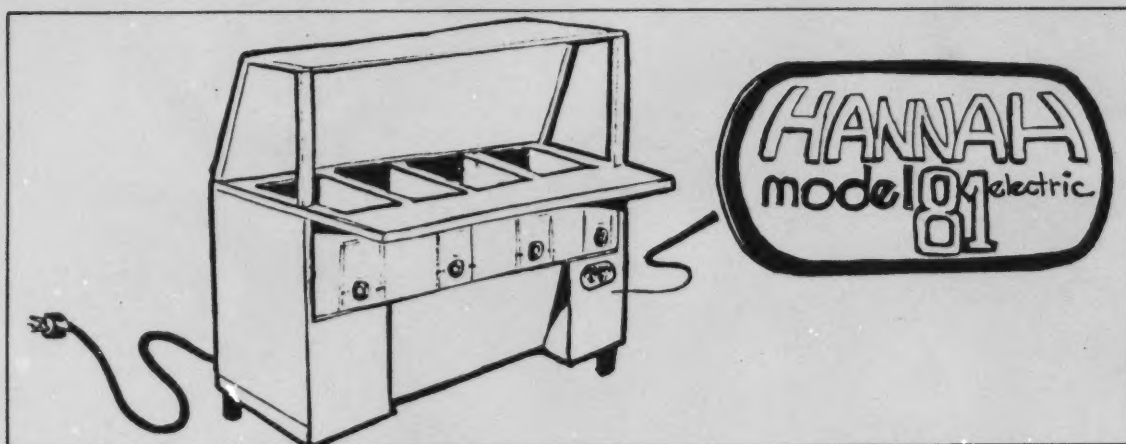
Unit 8 Cafeteria Service

A. New Materials and Equipment Needed for Cafeteria Service

1. **Stainless Steel Polish:** Substance used to clean and polish stainless steel cooking equipment



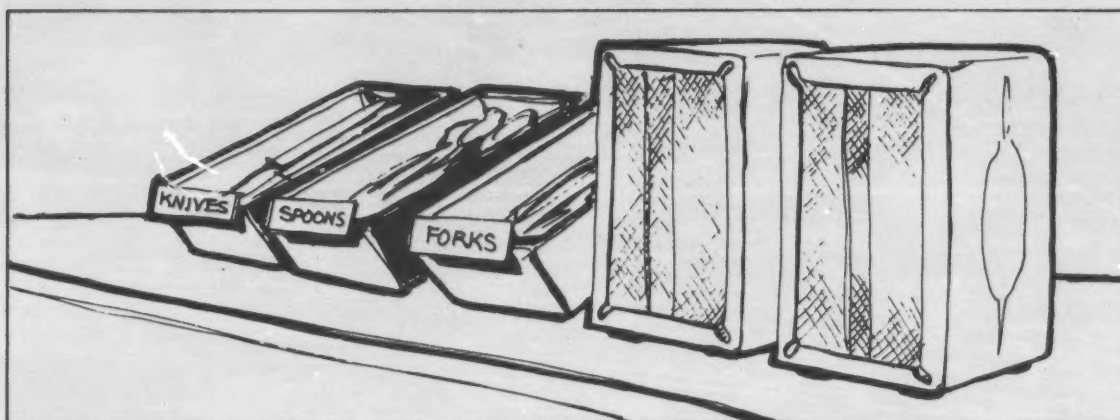
2. **Steam Table:** Table used to keep food warm by using steam for heating



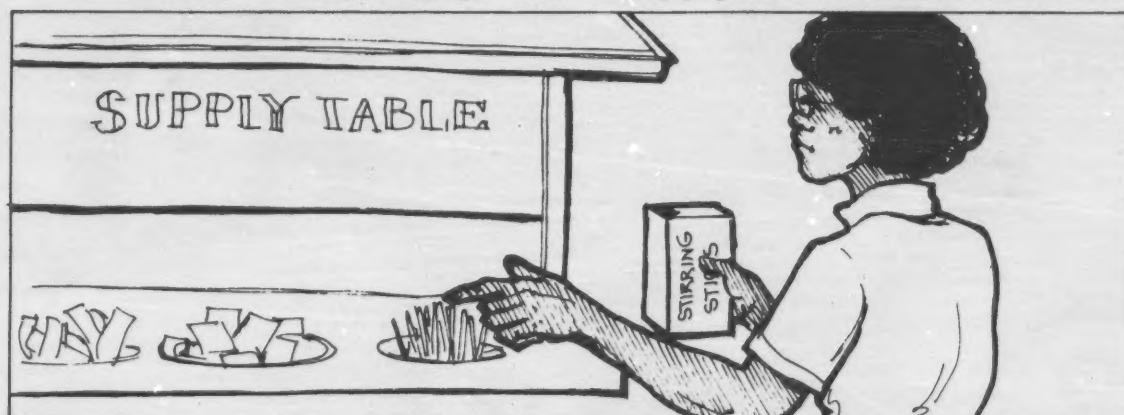
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B. Procedures for Cafeteria Service

1. Assemble and fill napkin holders and silverware boxes.



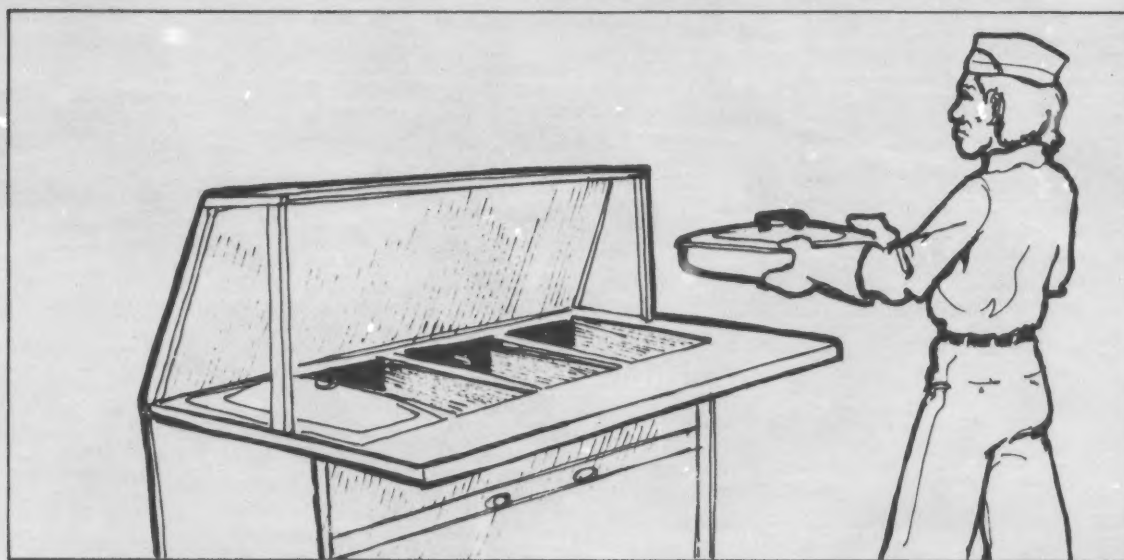
2. Neatly arrange equipment on supply tables and shelves.



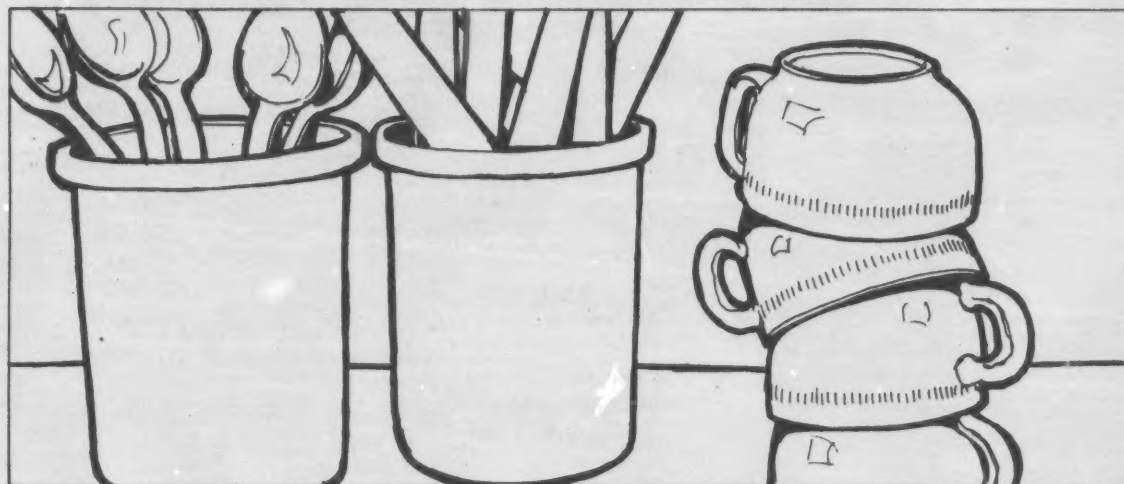
3. Prepare cold pans or cold food table as directed.



4. Prepare steam table and hot counters as directed.



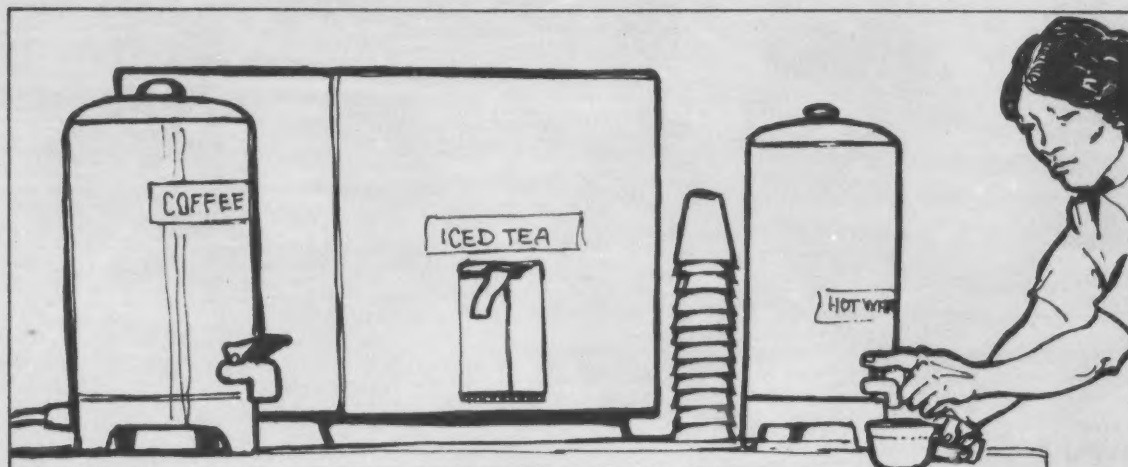
5. Place dishes and serving utensils in their proper places.



6. Check supplies of relishes, crackers, and prepackaged food items such as sugar or cream packages.



7. Make coffee and tea.



8. Set up hot foods, salads, desserts, breads, and beverages so that they can be selected by customers.

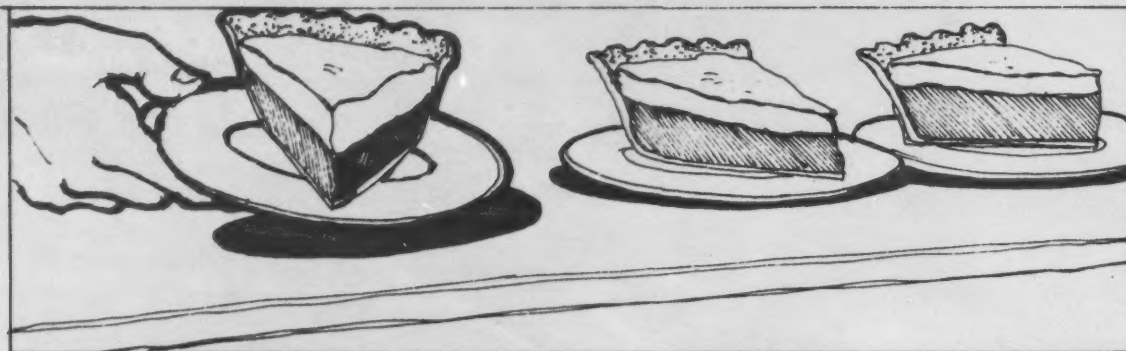


9. Serve foods to customers. Use exact portion sizes.

NOTE!

Suggest menu choices to customers who ask for help.

10. Restock counter as food is needed.



NOTE!

Some cafeterias have "runners" who keep the counters supplied with food at the right time and tell dishwashers when dishes, trays, and silverware are needed.

11. After serving is finished, store food which will be saved in its correct place.



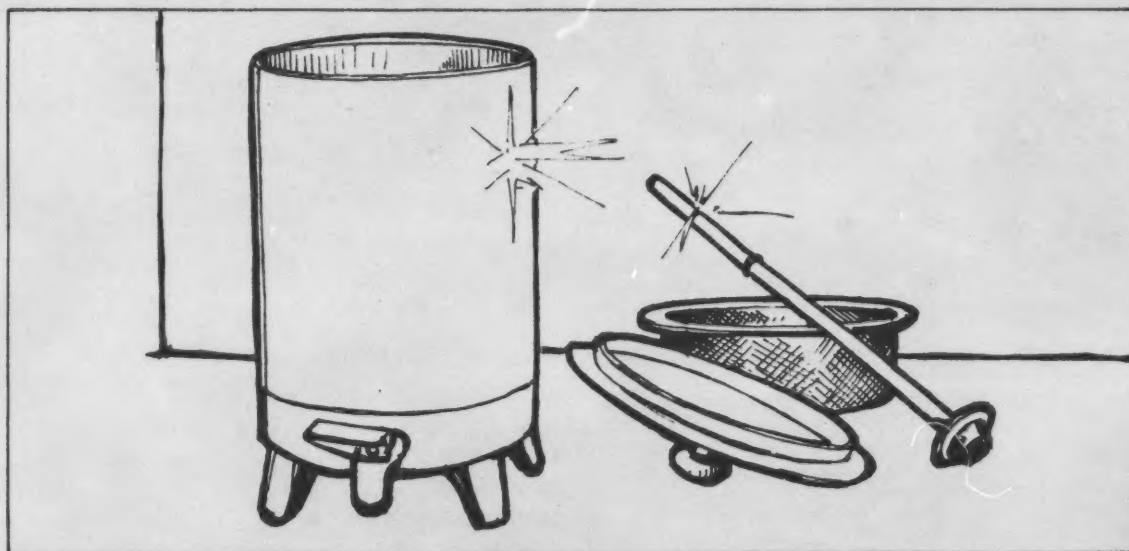
NOTE!

Cover all food items when storing them in refrigerator

12. Empty and clean steam table, cold tables, counter tops, glass shelves, tray, and silverware holders.



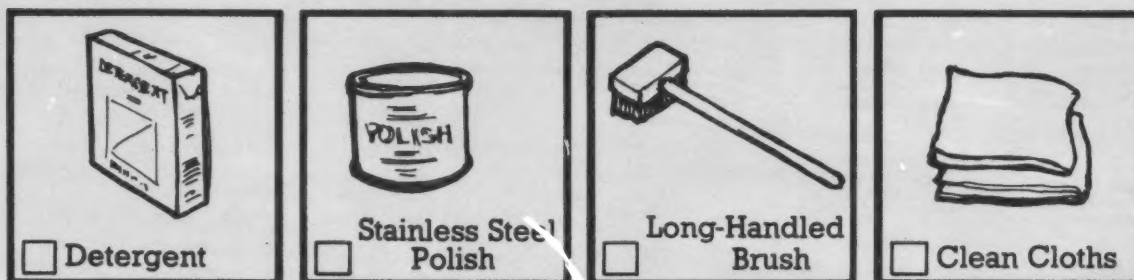
13. Empty and clean coffee machine and other drink dispensers.



TURN TO NEXT PAGE

C. Use and Clean a Steam Table

1. Find and check off the following:



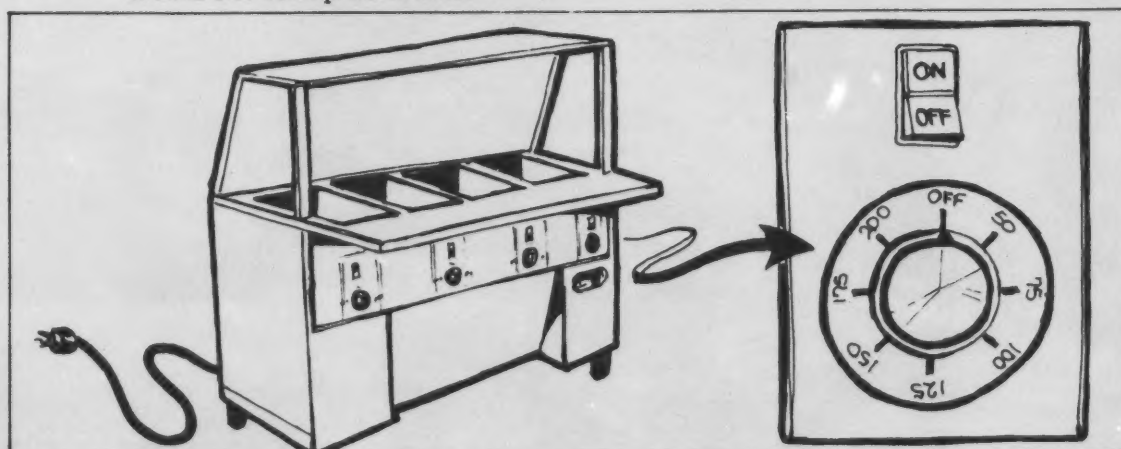
2. Determine type of steam table you are using.



NOTE!

Steam tables use either water or electric heating elements to keep food warm.

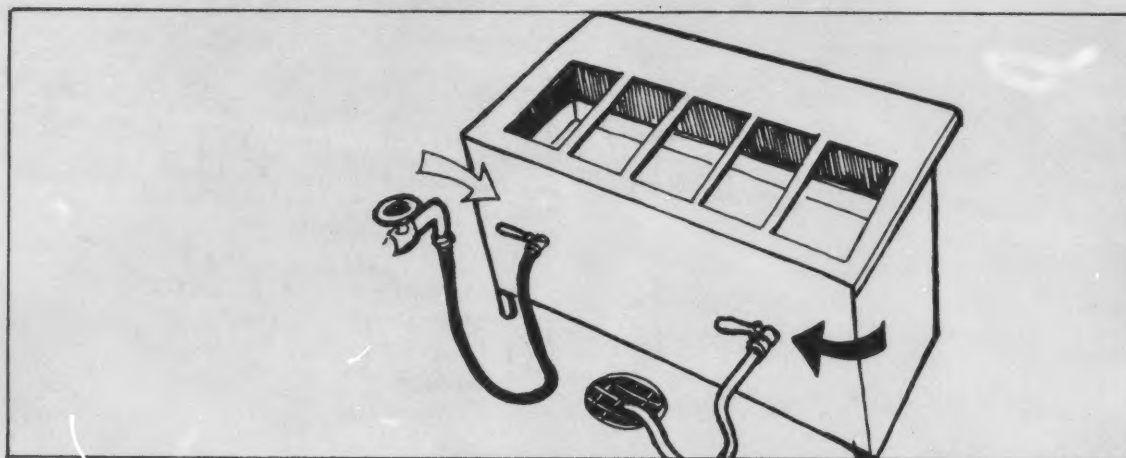
3. To operate electric (dry heat) steam table, turn on element to desired temperature.



CAUTION!

Do not add water unless there is a special pan for it, under the food pans.

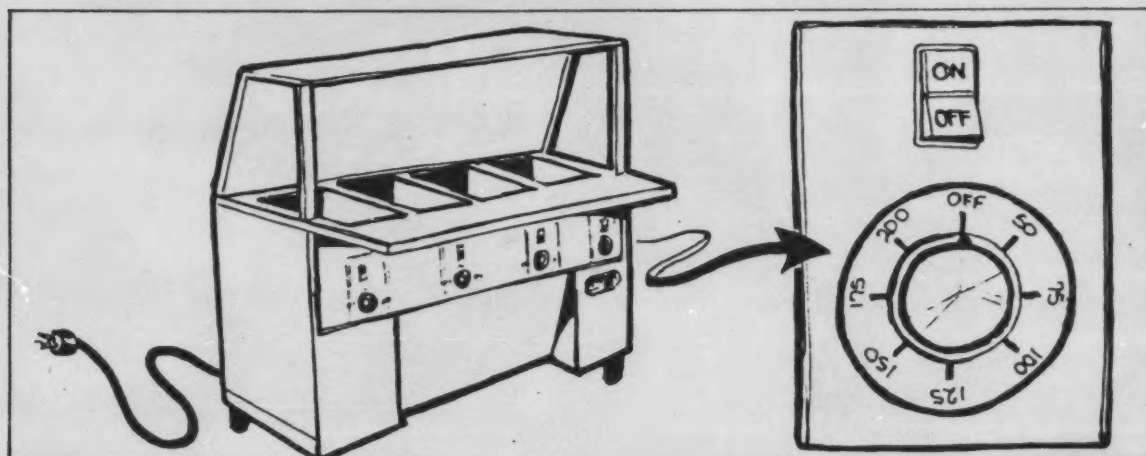
4. To operate a moist heat steam table, close drain and add water to desired level.



5. Turn on heating element but reduce heat when water starts to boil.



6. Begin to clean electric (dry heat) steam tables by turning unit off.



CAUTION!

Water must never come in contact with electric heating elements. Unplug dry heat steam table before cleaning.

7. Scrub outsides of wells and rinse with hot water.



Polish with stainless steel polish.

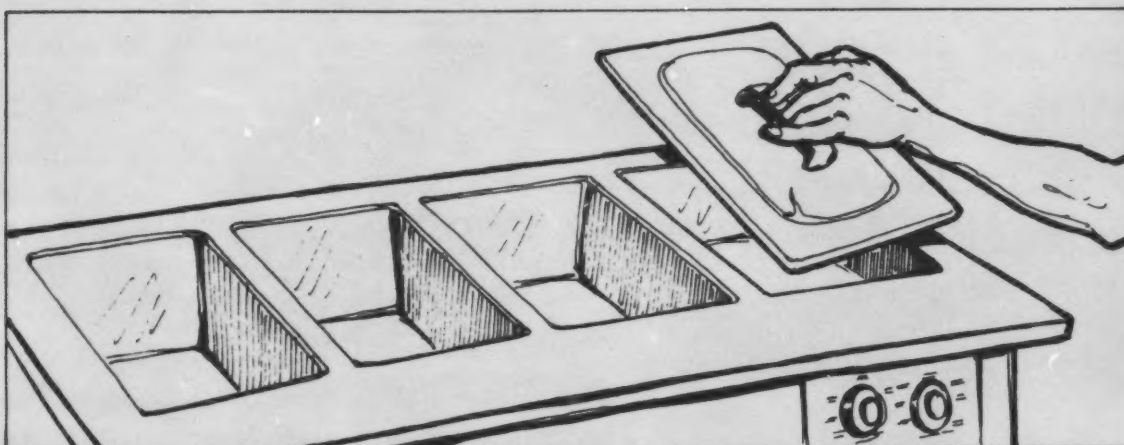
8. Wash steam table parts with the detergent solution and then rinse with clean water.



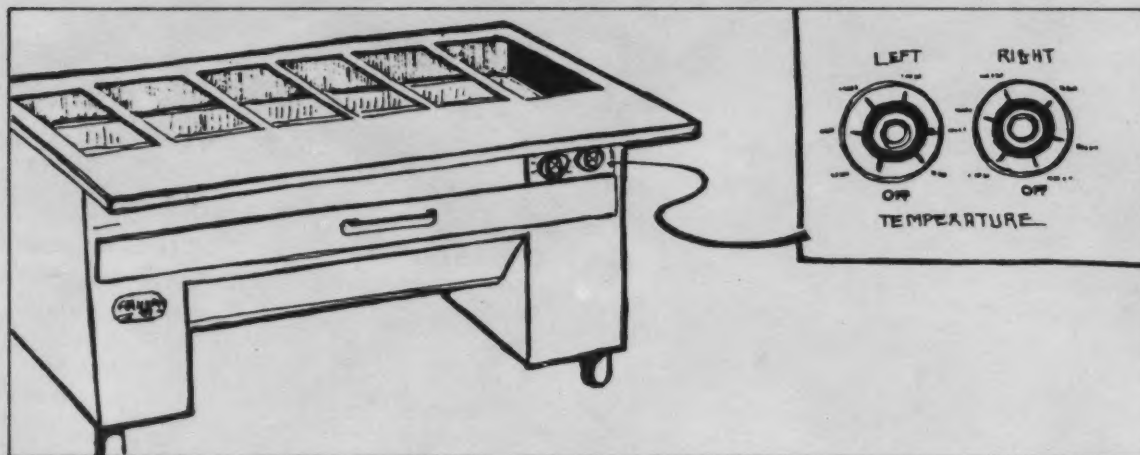
9. Wash lids to wells.



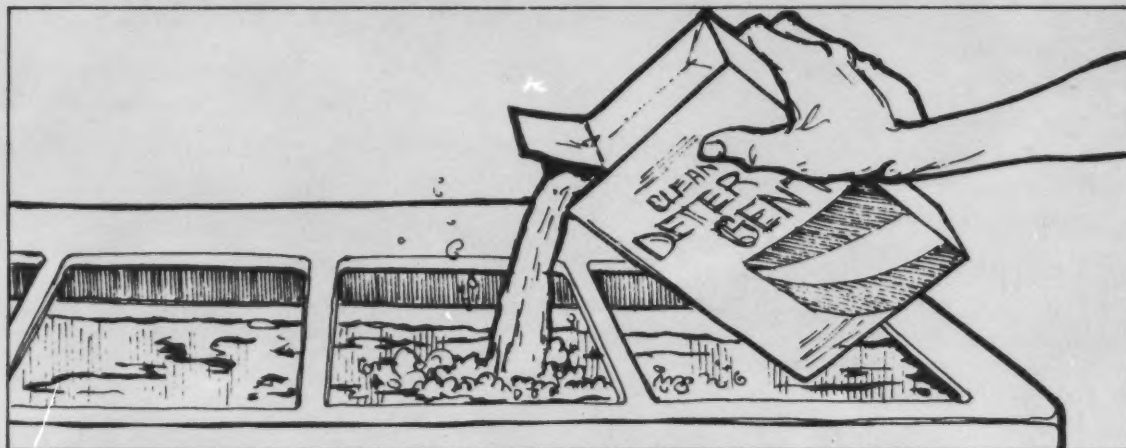
10. Replace pans and lids.



11. Begin to clean moist heat steam table by turning off steam.



12. Add detergent to water in steam well.



13. Scrub inside of steam table.



14. Drain and rinse.

15. Wash covers and rinse.



16. Wash front and back of steam table and rinse.



17. Wipe table dry and polish with stainless steel cleaner.



Unit 8

Cafeteria Service

After you study this unit, try to answer the following questions.

1. How is cafeteria line service different from table service?

2. Do you think it would be quicker to eat in a cafeteria line service or have table service?

3. Why is it important to keep a full supply of food available for customers in the serving line?

SEE YOUR INSTRUCTOR

Unit 8 Cafeteria Service

Practical Performance Exercise

Name: _____

What Should You Do

Write **Yes** after each statement that tells something a cafeteria line worker should do. Write **No** if it tells something a worker should not do.

1. Water in a steam table should be kept at 140°. _____
2. Cafeteria line workers should suggest foods to customers who are having difficulty deciding what to eat. _____
3. Workers should be careful to serve exact portions to customers. _____
4. Even if there is not a special pan, you can put water in electric steam tables. _____
5. Put detergent in the water in a moist heat steam table when you are cleaning it. _____
6. You do not always have to wash out a steam table because steam will kill germs. _____

SEE YOUR INSTRUCTOR

Unit 8 Cafeteria Service

Practical Exercise Performance Checklist

Student _____ performed the following tasks

Tasks	Yes	No	Comments
Cafeteria Line Service			
1. Assembles napkin holders and silverware boxes			
2. Arranges supply tables and shelves			
3. Prepares cold pans or cold food table			
4. Prepares steam tables and hot counters			
5. Assembles dishes and serving utensils			
6. Assembles relishes, crackers and prepackaged food items			
7. Makes coffee and tea			
8. Sets up hot foods, salads, desserts, breads, and beverages			
9. Serves foods to customers using exact portion sizes			
10. Restocks counter when food is needed			
11. Stores all foods in their correct places			
12. Empties and cleans steam tables, tables, counter tops, shelves, and holders			
13. Empties and cleans coffee machine and other drink dispensers			
14. Correctly uses and cleans dry heat electric steam table			
15. Correctly uses and cleans moist heat electric steam table			

 Instructor's Signature Date

Satisfactory-Should Move On ☐
 Should Repeat This Unit ☐

Vocational Preparation Curriculum
FOOD SERVICE



Unit 9
Sidework and Bussing

Developed by: Mary Ann Kercher

Unit 9

Sidework and Bussing

Sidework and Bussing

After you study this unit, you should be able to:

1. Name duties which are part of a waiter's or waitress's sidework.
2. List main duties of a busboy or busgirl.
3. Correctly set a table.

Show What You Can Do.

Check the statement that fits you best.

☐

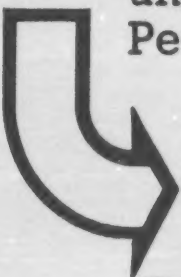
I can do all the tasks above and want to do the Practical Exercise Performance Checklist.



SEE YOUR INSTRUCTOR

☐

I want to study the information in this unit before doing the Practical Exercise Performance Checklist.



TURN TO NEXT PAGE AND BEGIN

Unit 9 Sidework and Bussing

Introduction

Sidework includes duties which are performed before and during a meal. Sidework includes folding napkins, refilling salt and pepper shakers, and bringing supplies to the service area.

Bussing duties usually include clearing away dirty dishes and helping the waiter or waitress. These tasks are done by one person or shared by several persons.

In this unit, you will learn sidework and bussing tasks and learn how to set a table.



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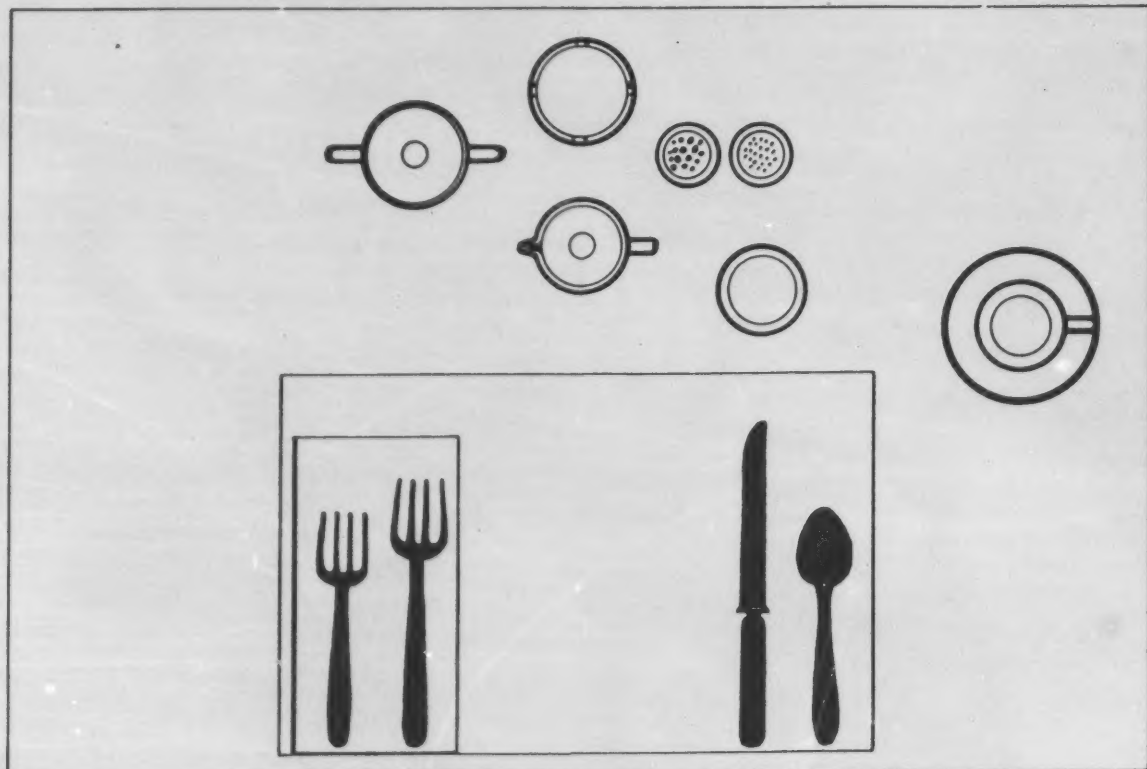
Unit 9 Sidework and Bussing

A. New Materials and Equipment Needed for Sidework and Bussing

1. **Sidestand:** Cart used to hold supplies and equipment for setting and cleaning tables



1. **Place Setting:** All silverware, glassware, and utensils needed for one person's complete meal



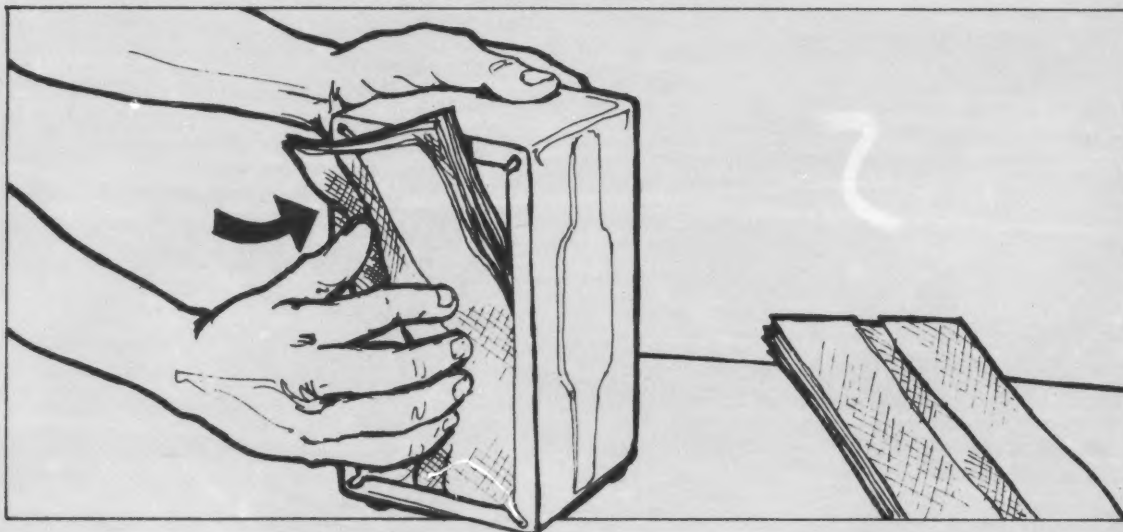
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B. Sidework Duties

1. Check containers to be sure they are clean and filled. Wipe with a damp cloth and polish with a dry cloth.



2. Fold cloth napkins or fill napkin dispensers.



3. Reset tables when needed.



4. Use and refill your sidestand.



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C. Duties of a Busboy or Busgirl

1. Clear tables completely and wipe them clean.



NOTE!

Place dishes and glasses in separate tubs to prevent breaking them.

Cover tray or tub containing dirty dishes when leaving it in dining area.

2. Check to make sure that the floor around the table is clean and that tables and chairs are free of crumbs or spills.



3. Help waiters and waitresses in carrying and loading trays.



4. Take dirty dishes to kitchen.



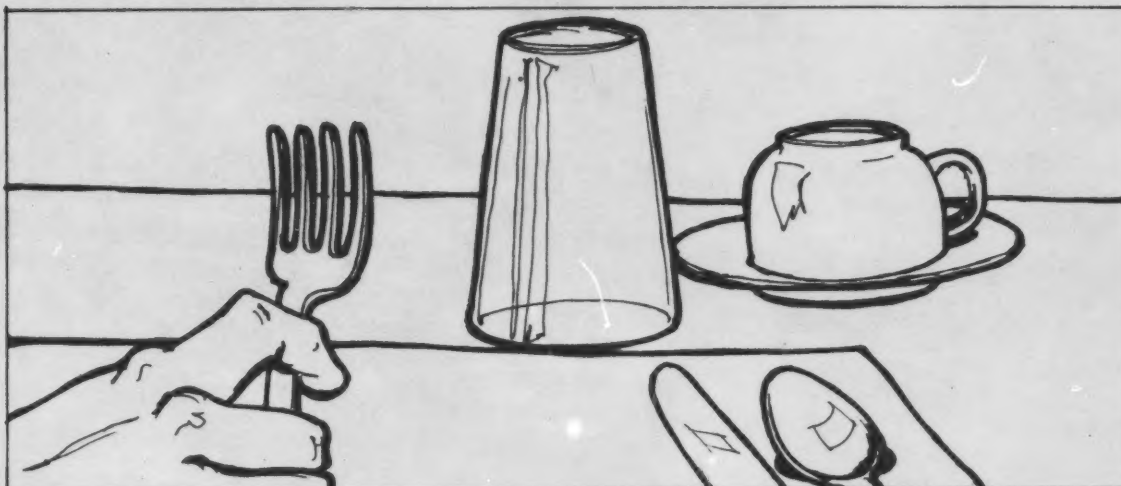
5. Collect and dispose of soiled tablecloths and napkins.



NOTE!

Fold tablecloths or placemats before removing them from the table to keep crumbs from falling onto the floor.

6. Reset tables.



CAUTION!

Use sanitary habits when handling tableware and supplies.

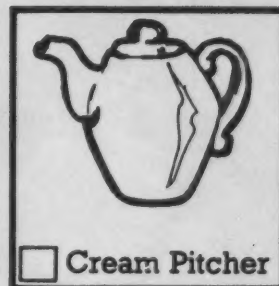
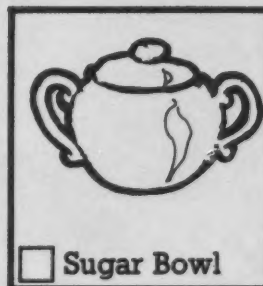
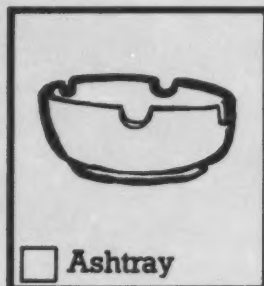
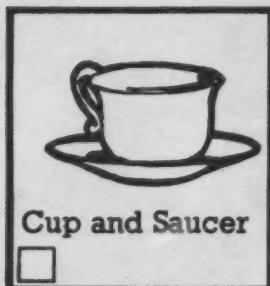
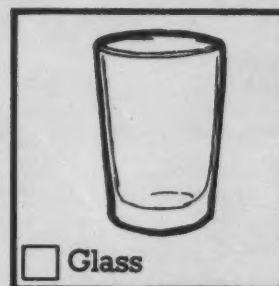
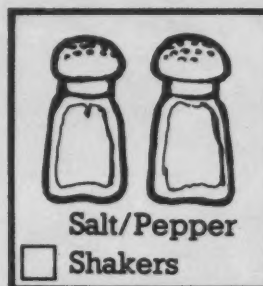
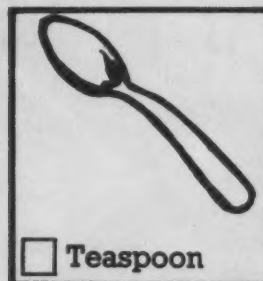
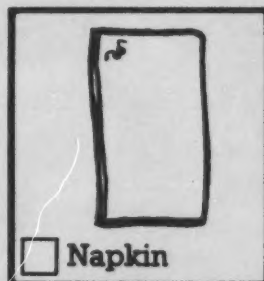
7. Serve or refill water, coffee, butter, rolls, and breads for the customer.



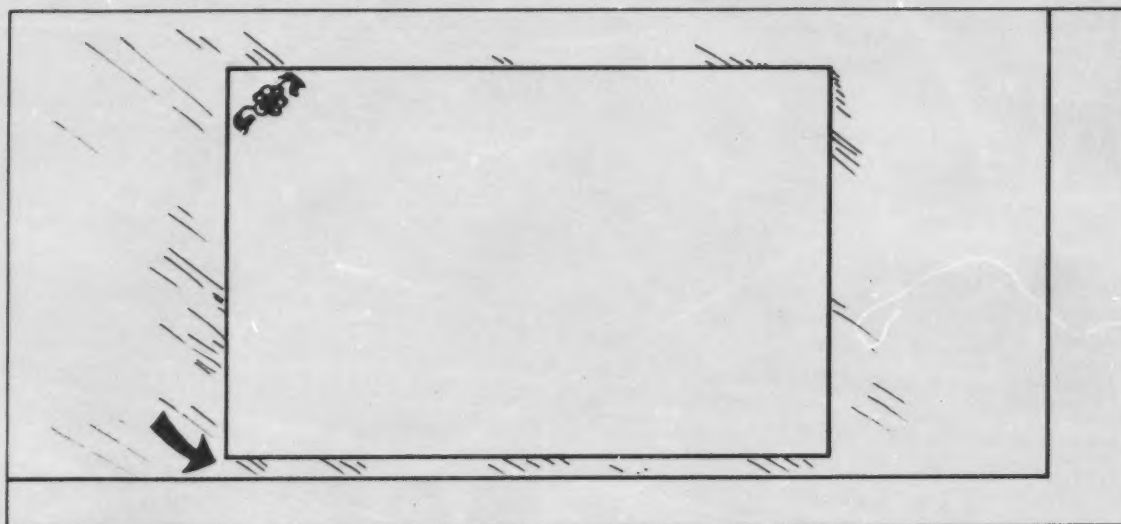
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D. How to Set a Table

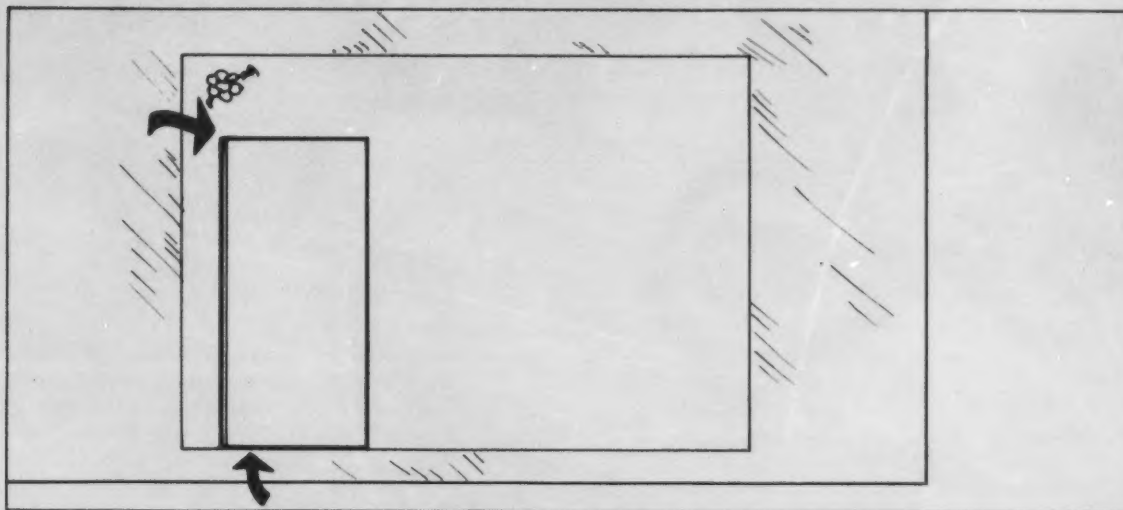
1. Find and check off the following:



2. Lay place mat on table $\frac{1}{4}$ " from edge of table.



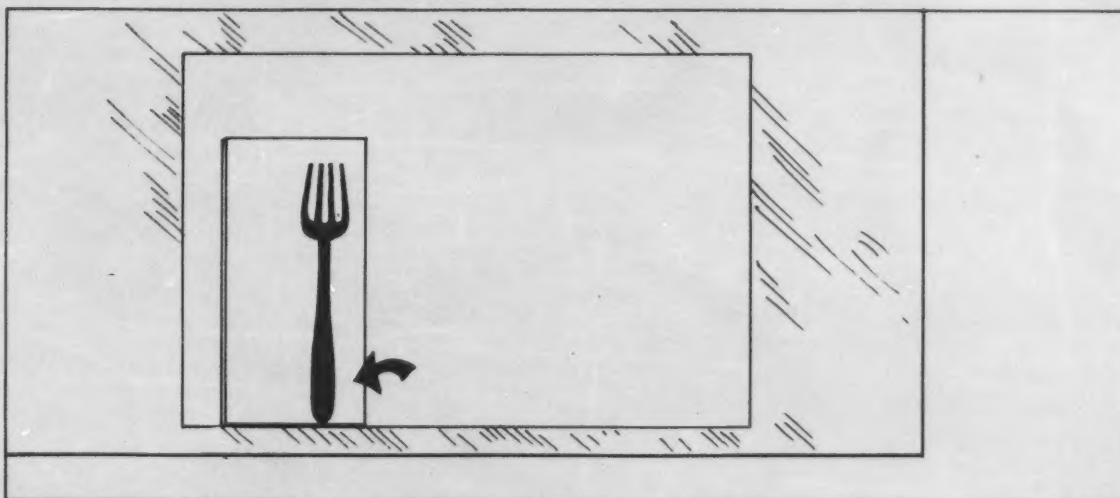
3. Place napkin on left side of place mat with bottom of napkin even with bottom of place mat and about one inch from left edge.



NOTE!

Folded edge of napkin should be on the right.

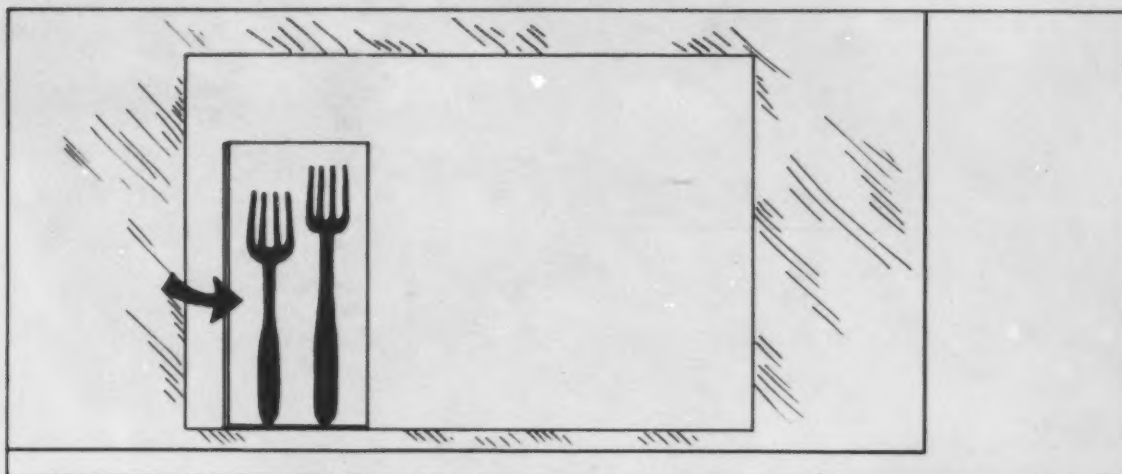
4. Place dinner fork on right side of napkin with bottom of fork even with bottom of napkin.



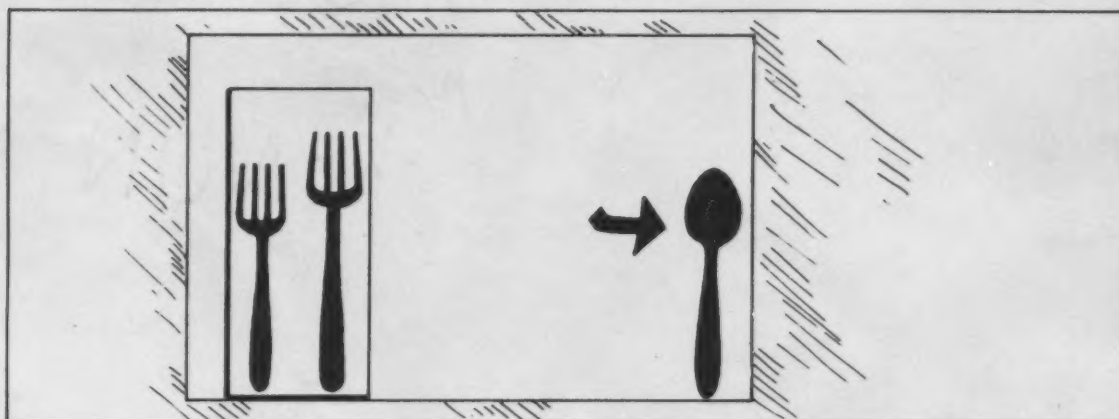
NOTE!

Silverware is arranged in the order of its use, working from outside.

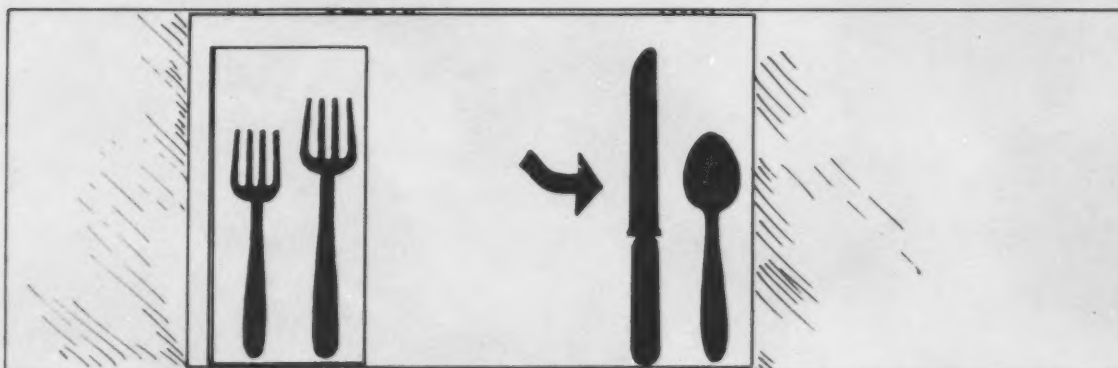
5. Place salad fork to left of dinner fork.



6. Place teaspoon on right edge of place mat with bottom of teaspoon even with bottom of forks.



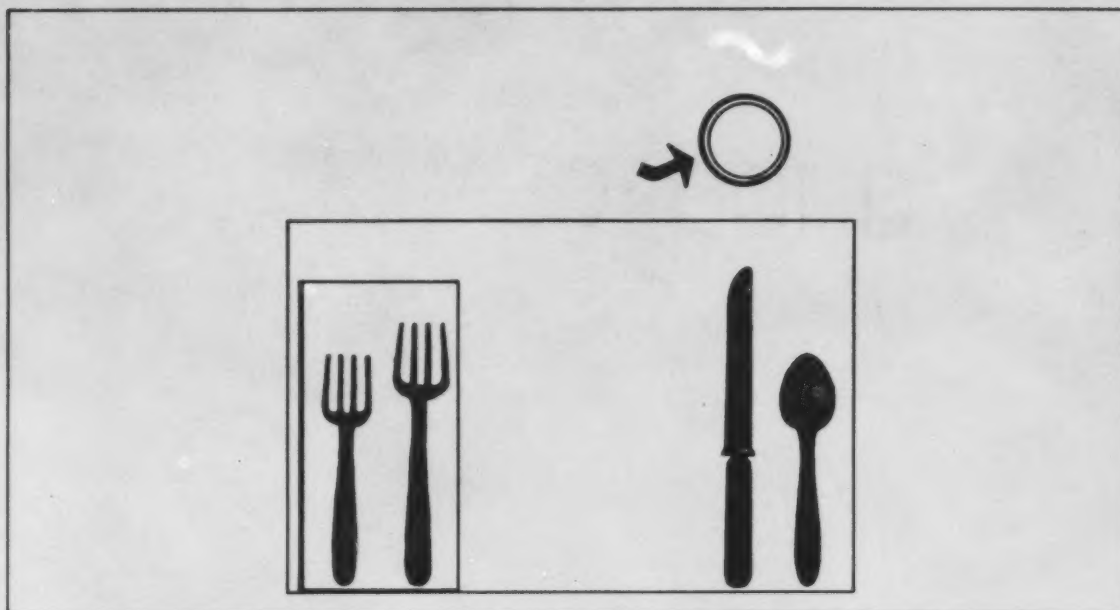
7. Place dinner knife on left side of teaspoon with its bottom even with bottom of spoon.



NOTE!

Knife should be placed with cutting edge toward plate.

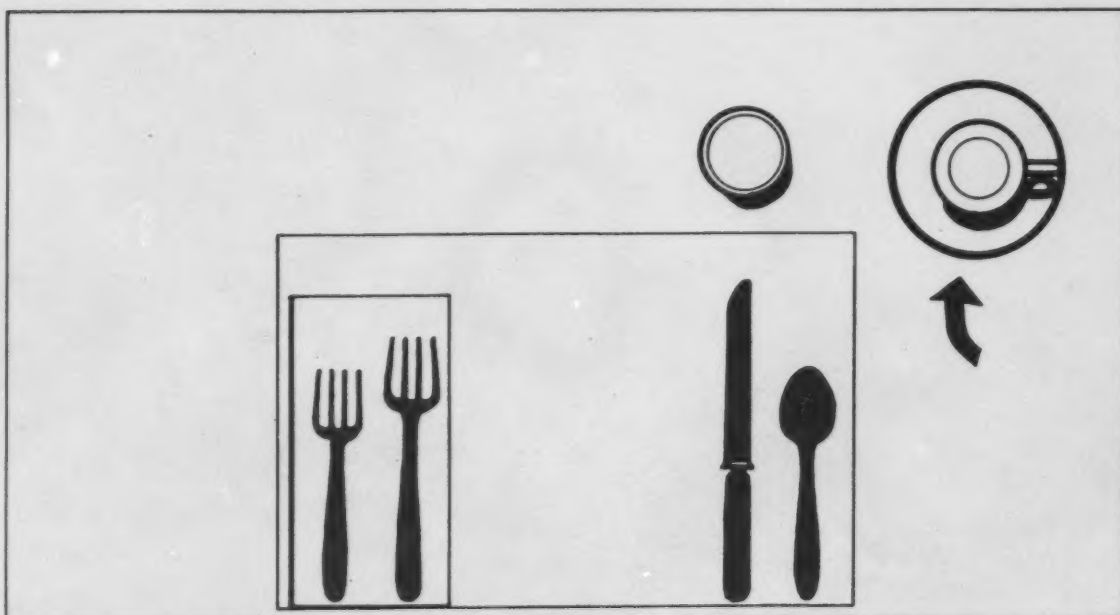
8. Place water glass above tip of knife.



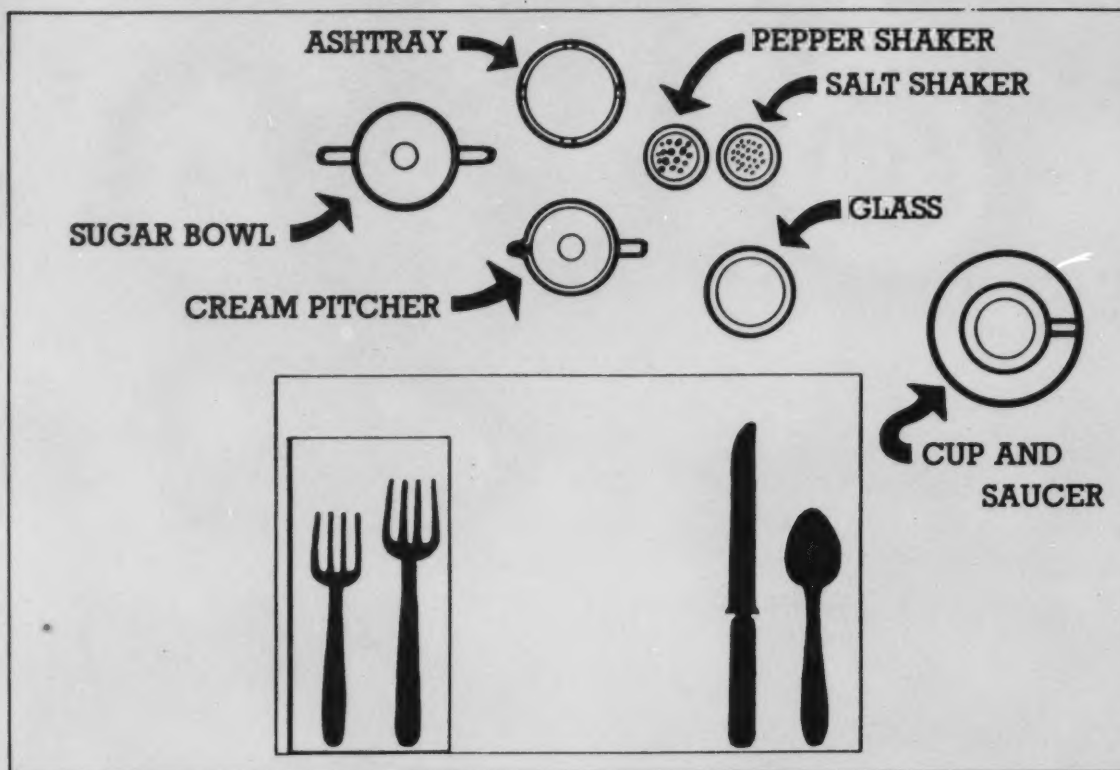
NOTE!

Do not use china or glasses that have spots or food on them.

9. Place coffee cup above and to the right side of teaspoon.



10. Place ashtray, salt and pepper shakers, cream pitcher, and sugar bowl in center of table.



11. Have your supervisor check your work.



SEE YOUR INSTRUCTOR

Unit 9

Sidework and Bussing

After studying this unit, you should be able to answer these questions:

1. Why are sidework and bussing duties important?

2. Why should you cover a tray of dirty dishes when it remains in the eating area?

3. Explain why silverware should be placed in a certain location at a place setting.

SEE YOUR INSTRUCTOR

Unit 9

Sidework and Bussing

Practical Performance Exercise

Name: _____

Sidework and Bussing Duties

True or False: Read each sentence. Circle True if the sentence is correct and False if the sentence is not correct.

1. Waitresses and busboys should use sanitary habits when handling food and utensils. True False
2. A busboy should put all of the dirty dishes and glasses into the same tub. True False
3. Always make sure the floor area around a table is clean. True False
4. Knives and spoons should be placed on the right side of the place mat. True False
5. Forks and napkins should be placed on the left side of the placemat. True False
6. Busboys and busgirls should help waiters and waitresses load and carry trays of food. True False
7. Busgirls do not have to refill coffee cups or water glasses for customers. True False
8. Coffee cups should be placed on the placemat. True False

SEE YOUR INSTRUCTOR

Unit 9 Sidework and Bussing

Practical Exercise Performance Checklist

Student _____ performed the following tasks

Tasks		Yes	No	Comments
Sidework Duties				
1.	Cleans and fills all containers			
2.	Folds cloth napkins or fills napkin dispensers			
3.	Fills sidestand with necessary supplies			
4.	Resets tables when necessary			
Bussing Duties				
1.	Clears and wipes tables			
2.	Cleans floors around tables			
3.	Loads and carries trays when needed			
4.	Removes soiled dishes to the kitchen			
5.	Collects and disposes of dirty table linens			
6.	Correctly resets tables when needed			
7.	Serves or refills water, coffee, butter, rolls and bread			
Setting a Table				
1.	Places each item of tableware in its proper place:			
	Place Mat			
	Napkin			
	Dinner Fork			
	Salad Fork			
	Teaspoon			
	Dinner Knife			
	Water Glass			
	Coffee Cup			
	Ashtray			
	Salt and pepper shakers			
	Cream pitcher and sugar bowl			

Satisfactory-Should Move On ☐
Should Repeat This Unit ☐

Instructor's Signature

Date

Vocational Preparation Curriculum
FOOD SERVICE



Unit 10
Hand Tools and Utensils

Developed by: Mary Ann Kercher

Unit 10

Hand Tools and Utensils

Hand Tools and Utensils

After you study this unit, you should be able to:

1. Identify and name hand tools and utensils.
2. Identify uses of hand tools and utensils.
3. List how to properly care for and store hand tools and utensils.

Show What You Can Do.

Check the statement that fits you best.

☐

I can do all the tasks above and want to do the Practical Exercise Performance Checklist.



SEE YOUR INSTRUCTOR

☐

I want to study the information in this unit before doing the Practical Exercise Performance Checklist.



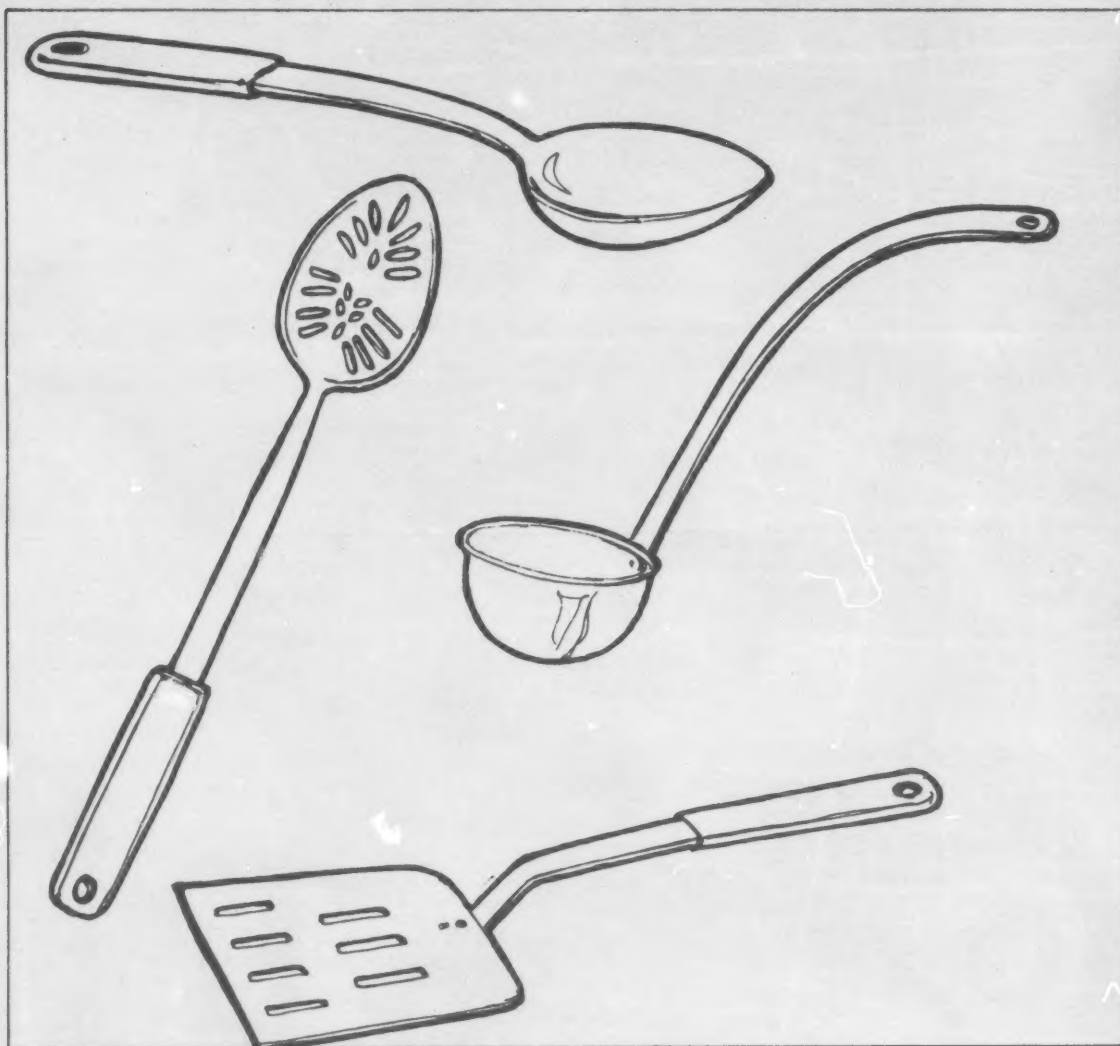
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Unit 10 Hand Tools and Utensils

Introduction

A food service worker must be able to identify and use a wide variety of hand tools and utensils that are in food service businesses.

This unit will show you some of the most common hand tools and utensils and explain their use, care, and storage.



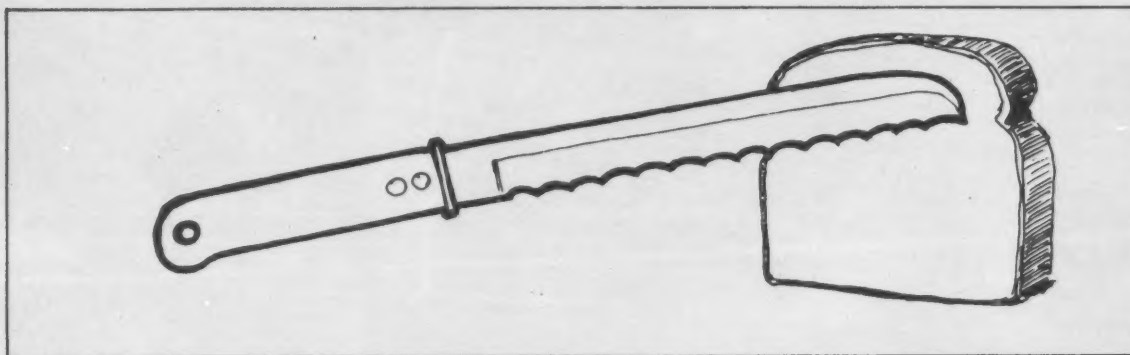
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Unit 10

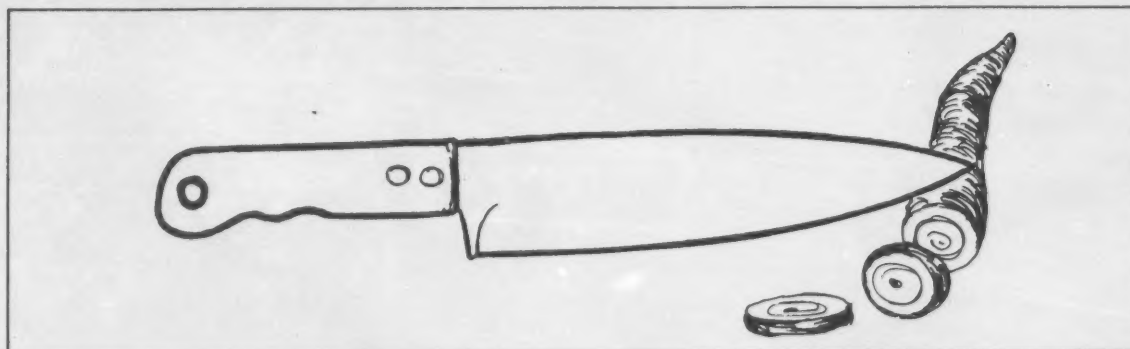
Hand Tools and Utensils

A. Cutting Tools

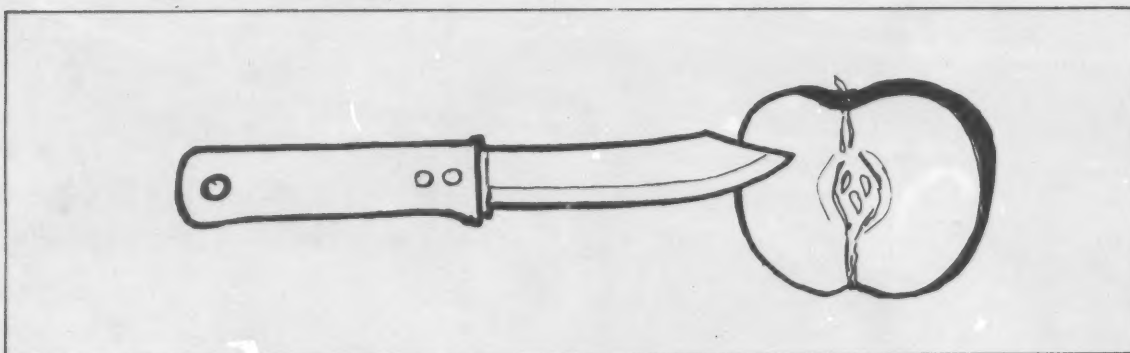
1. **Bread Knife:** Knife with serrated edge for cutting bread



2. **French Knife:** Knife which slices, cuts, minces, and dices



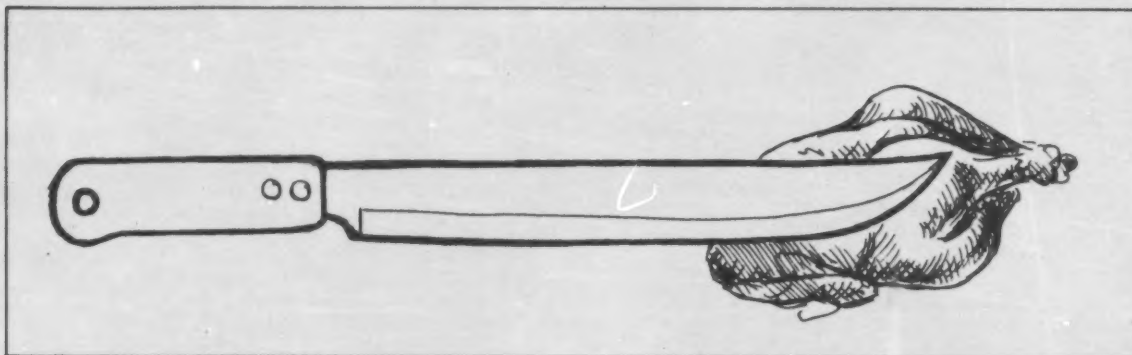
3. **Paring Knife:** Knife which peels and cuts fruits and vegetables



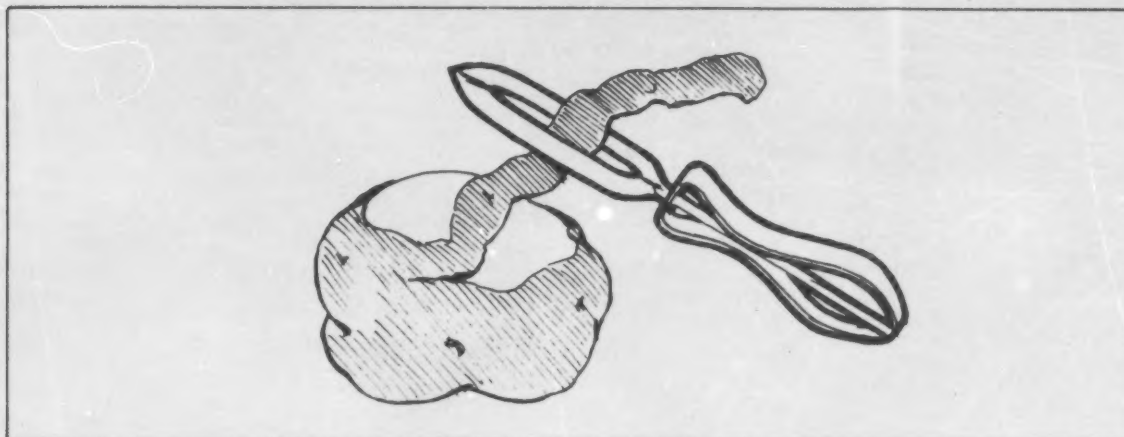
CAUTION!

Store knives in places where they can be seen.

4. **Slicing Knife:** Knife which slices meat and poultry



5. **Vegetable Peeler:** A tool with sharp edges which is used for peeling skins from vegetables.



6. **Bench-Type Can Opener:** Tool used to cut and remove lids from cans



TURN TO NEXT PAGE

2. Handling and Serving Tools

1. **Ladle:** A dipper for serving foods with juices or sauces and used for stirring and mixing



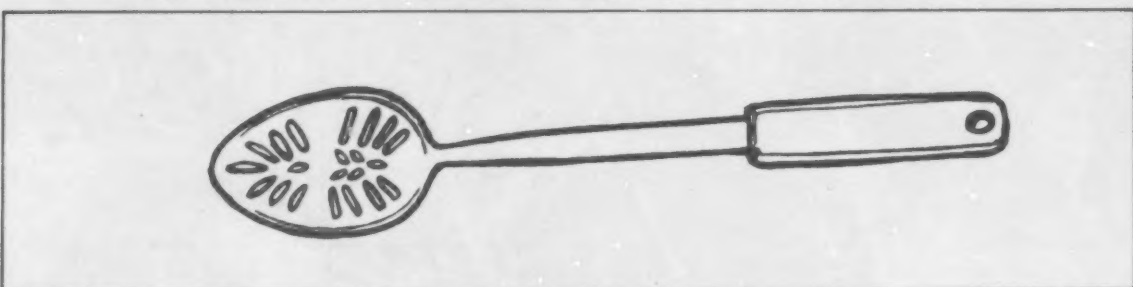
2. **Pancake or Hamburger Turner:** A flat tool used to lift or turn foods



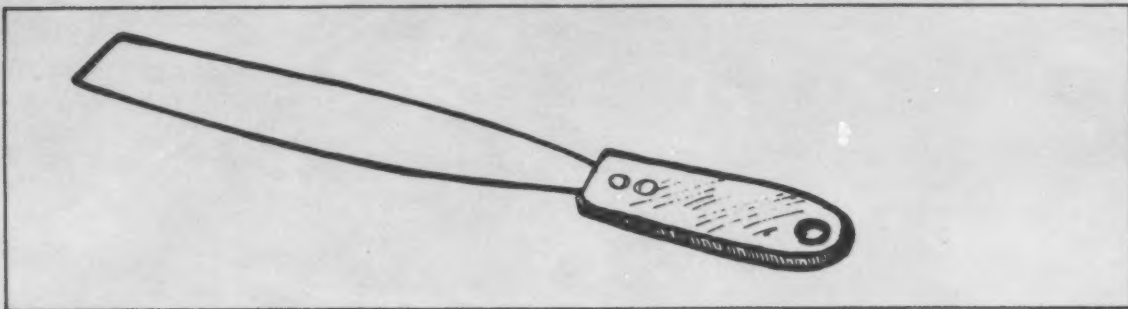
3. **Serving Spoon:** A large spoon with a long handle; used to fold, stir, or serve food



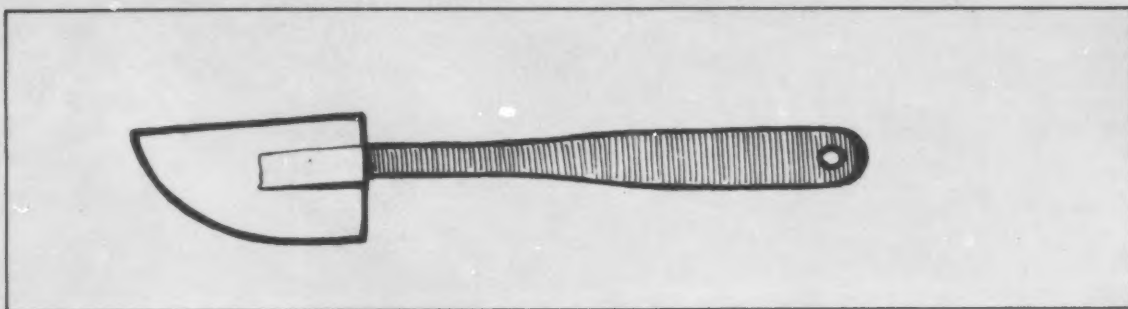
4. **Slotted Spoon:** A spoon with holes which allow liquid to drain back into dish while solid food remains in spoon



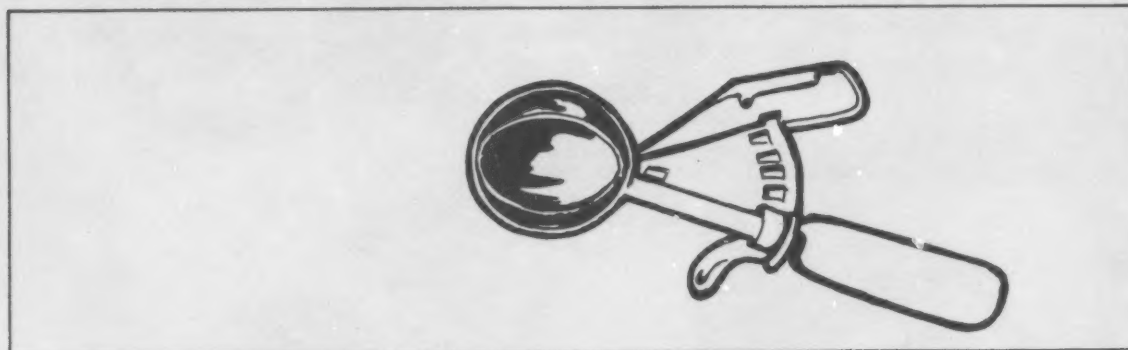
5. **Spatula:** Flexible server that levels off ingredients when measuring and can also be used to mix, spread, or scrape



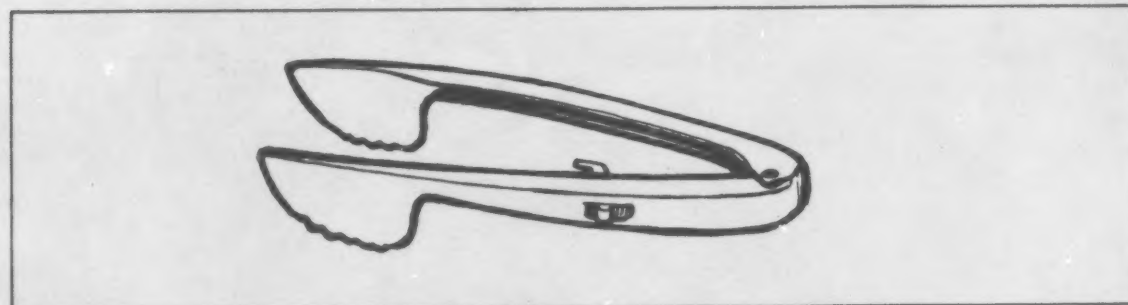
6. **Rubber Scraper:** A tool with a flat rubber end used to remove food from spoons, bowls and pans



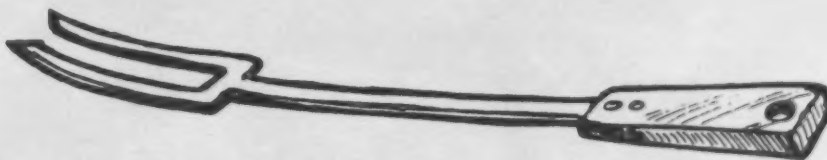
7. **Disher:** Used to dip, measure or serve portions of food



8. **Tongs:** Used to pick up and serve foods



9. Kitchen Fork: Used to hold meat while slicing or turning



Try to answer the following questions:

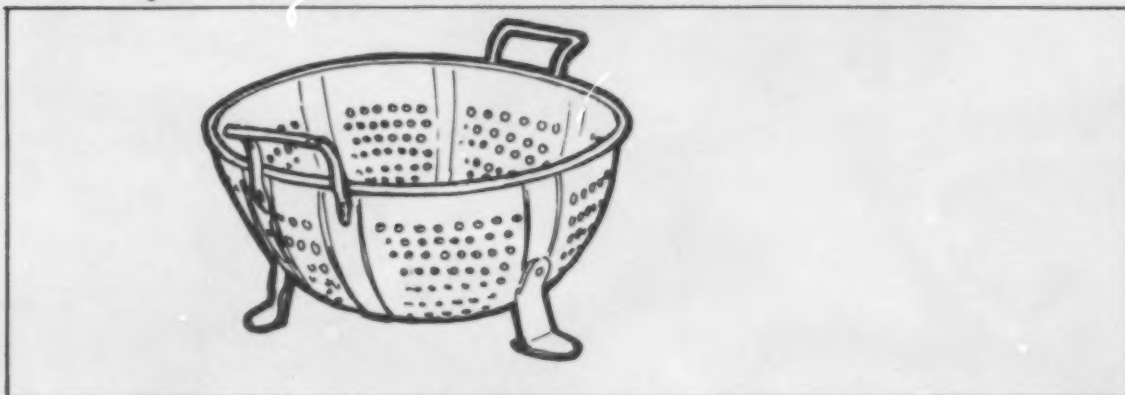
1. Name three pieces of kitchen equipment that you would want in your kitchen.

2. Which kitchen utensils have you used before?

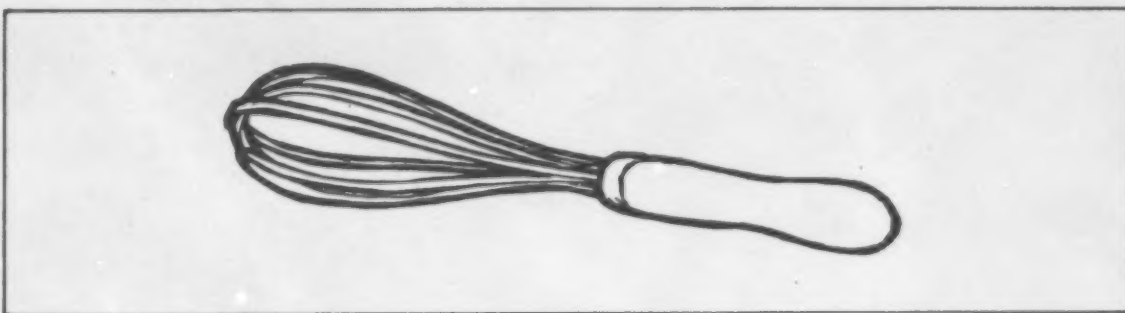
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C. Food Preparation Tools

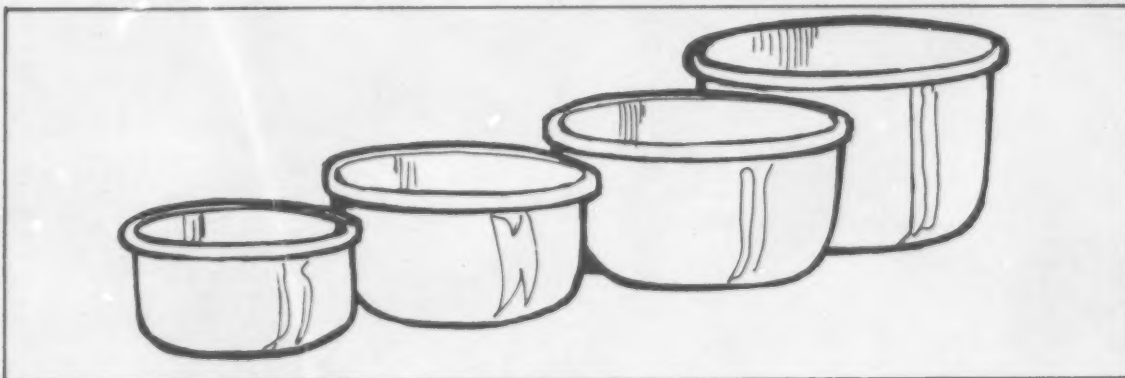
1. **Colander:** A large bowl with many holes in it used to drain liquid from food



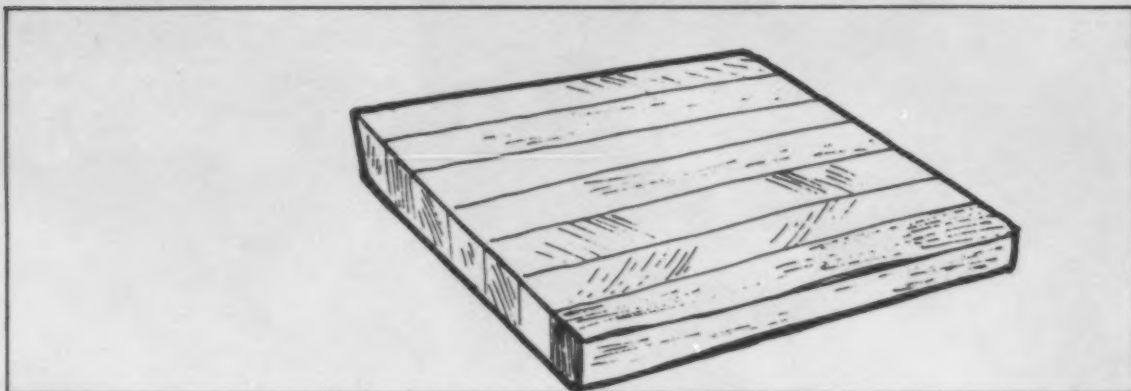
2. **Whisk or Whip:** A set of wires with a handle used to blend ingredients



3. **Mixing Bowls:** Containers for preparing, stirring, and holding foods



4. **Cutting Board:** Wood or hard plastic surface used for chopping or dicing meats, fruits, or vegetables



Try to answer the following questions:

1. What type of food would you wash in a colander?

2. Name three vegetables that you would cut on a cutting board.

TURN TO NEXT PAGE

D. Cooking Utensils

1. **Sauce Pan:** Pan with a large handle used to cook small amounts of food on stove top



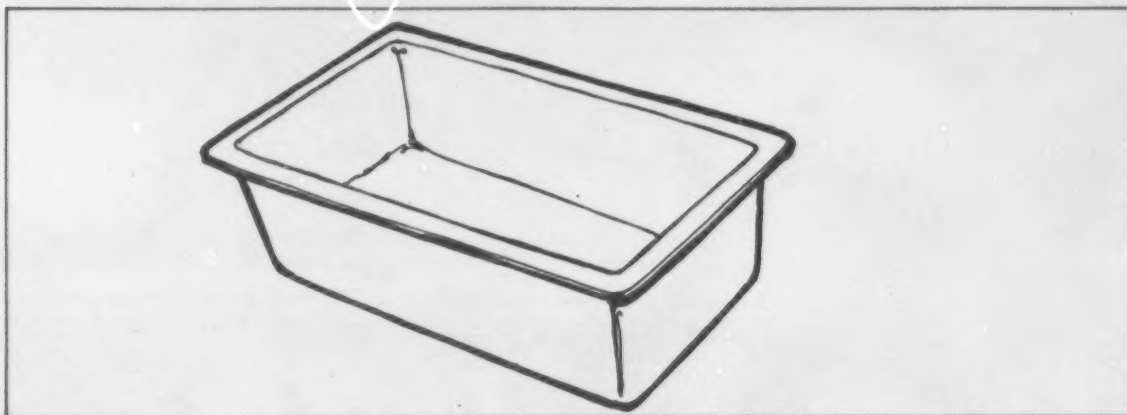
2. **Pot or Kettle:** Deep pan with two small handles used to cook food on stove top



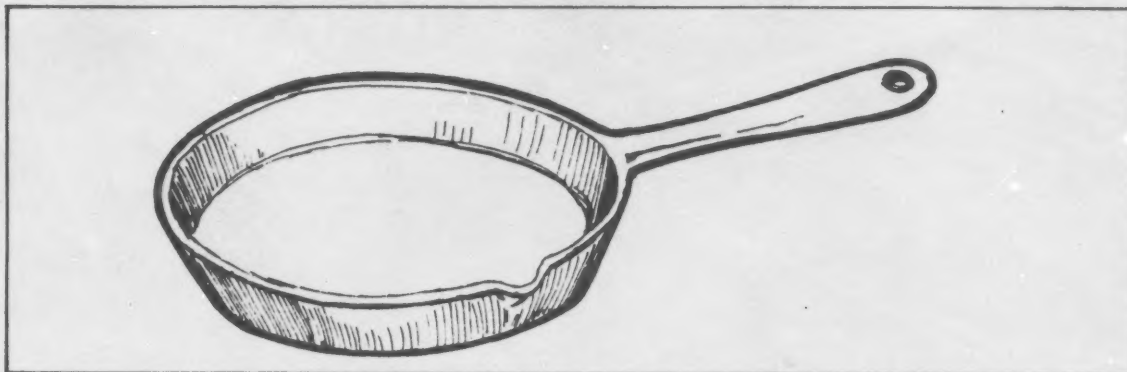
CAUTION!

Tilt lid away from you when opening a pot of hot food to allow steam to escape without burning you.

3. **Steam Table Pan:** Oblong pan used to serve food which is kept warm in a steam table



4. **Fry Pan:** A large round pan of heavy metal with low sides used to cook meats and vegetables in grease



Try to answer the following questions:

1. In which of the utensils would you fry eggs?

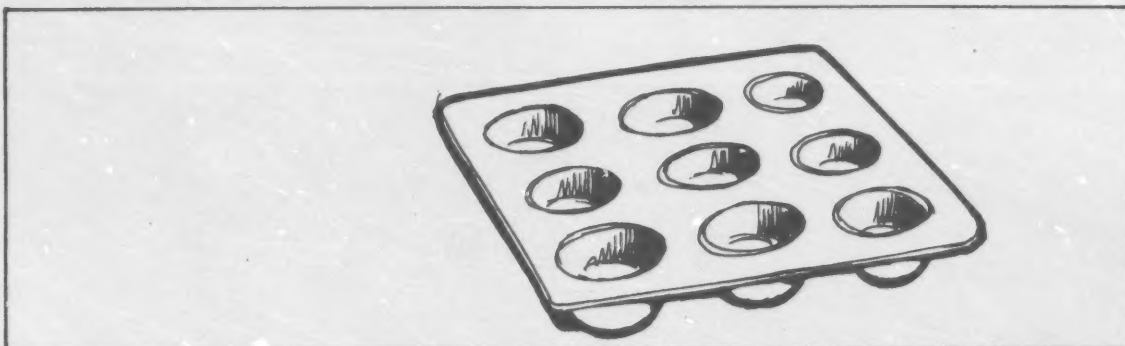
2. In which utensil would you boil potatoes?

3. Are steam pans used very much in a private home?

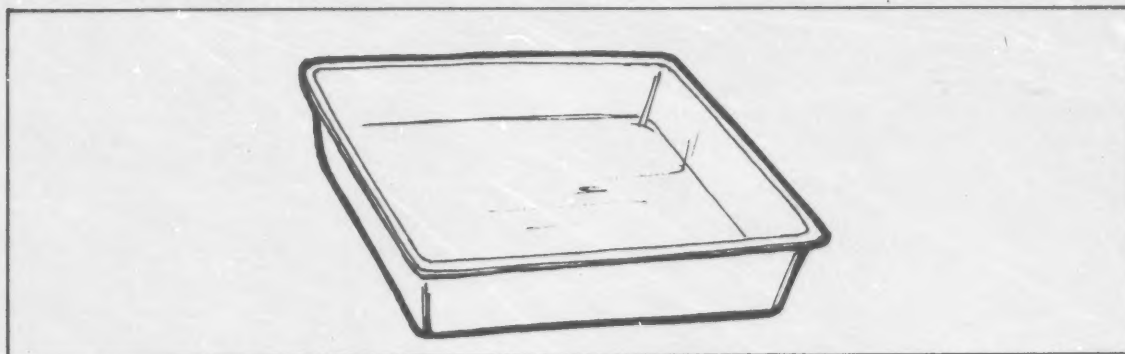
TURN TO NEXT PAGE

E. Baking Utensils

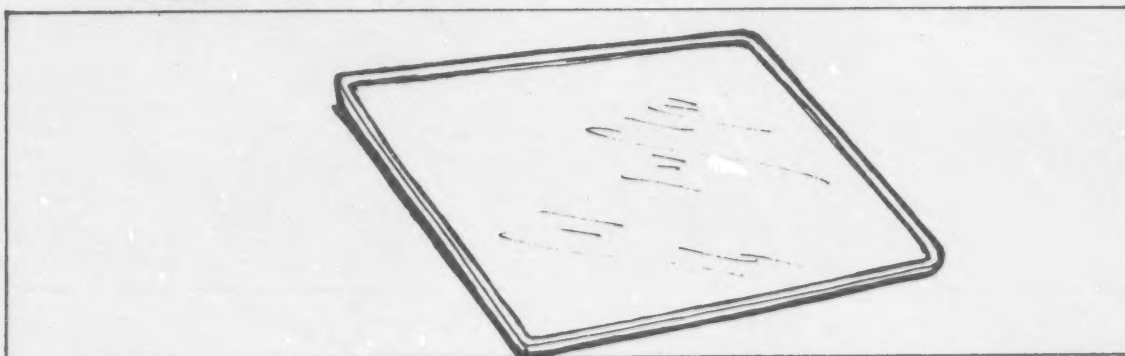
1. **Muffin Pan:** A pan with individual cups to fill with batter for baking



2. **Cakepan or Baking Pan:** A metal pan with low sides used for baking



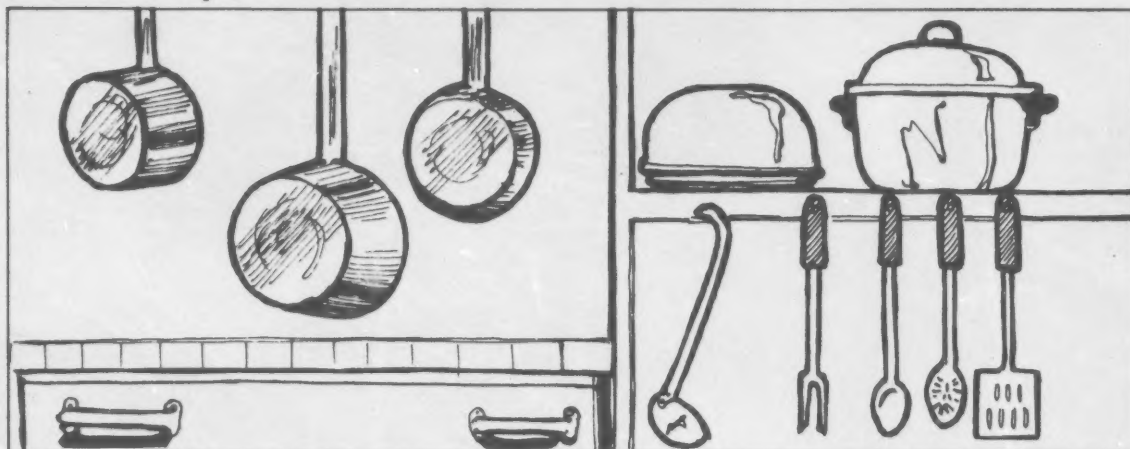
3. **Cookie Sheet:** A flat piece of metal used mainly to bake cookies



TURN TO NEXT PAGE

F. Care of Hand Tools and Utensils

1. Store tools and utensils in areas specified so that they can be easily located.



2. Store most items bottom side up to prevent dust from getting inside.
3. Keep tools and utensils clean. Check corners and grooves carefully for bits of food. Oil them if rust starts to appear.



4. Use tools and utensils properly. Be aware of people around you and of what you are doing when using tools.



**SEE YOUR INSTRUCTOR
10-13**

Unit 10 Hand Tools and Utensils

Practical Performance Exercise

Name: _____

Preparation, Cooking, and Baking Utensils

Matching: Write the correct name in the blank beside the picture.

Cookie Sheet
Baking Pan
Mixing Bowls
Muffin Pan
Whisk
Colander

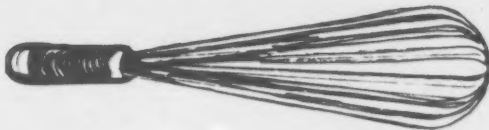
Sauce Pan
Fry Pan
Steam Table Pan
Pot
Cutting Board

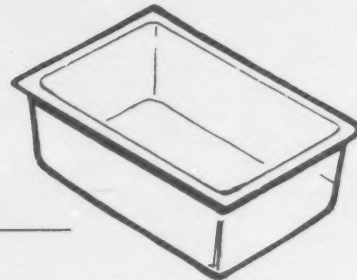


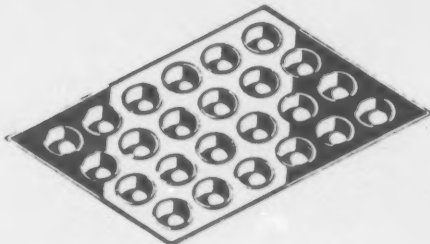




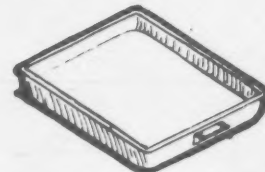


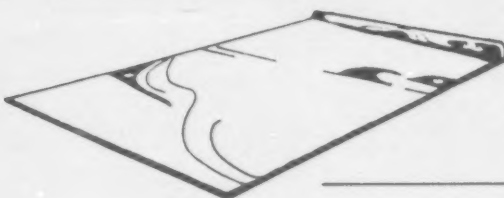














Unit 10 Hand Tools and Utensils

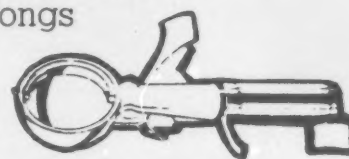
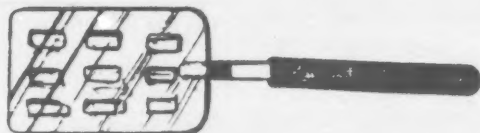
Name: _____

Identifying Cutting and Handling Tools

Matching: Place each tool's name beside each picture.

- A. Peeler
- B. Ladle
- C. Rubber Scraper
- D. Serving Spoon
- E. Disher

- F. Pancake Turner
- G. Knife
- H. Spatula
- I. Kitchen Fork
- J. Tongs



SEE YOUR INSTRUCTOR

Unit 10

Hand Tools and Utensils

Practical Exercise Performance Checklist

Student _____ successfully performed the following tasks:

Tasks	Yes	No	Comments
Tool Identification			
1. Identifies tools and their uses:			
a. Knives and Kitchen Fork			
b. Vegetable Peeler			
c. Bench-Type Can Opener			
d. Ladle and Spoons			
e. Pancake or hamburger turner			
f. Spatula and Rubber Scraper			
g. Disher and Tongs			
h. Colander			
i. Whisk and Mixing Bowls			
j. Cutting Board			
k. Sauce Pan			
l. Pot/Kettle			
m. Steam Table Pan			
n. Muffin, Fry and Baking Pan			
o. Cookie Sheet			

Satisfactory-Should Move On ☐
Should Repeat This Unit ☐

Instructor's Signature

Date

Vocational Preparation Curriculum
FOOD SERVICE



Unit 11
**Use and Care of Large
Equipment**

Developed by: Mary Ann Kercher



Use and Care of Large Equipment

After you study this unit, you should be able to:

1. List basic rules for operating and taking care of large food service equipment.
2. Identify large pieces of equipment used in many food service businesses.
3. Match equipment with their uses.
4. List basic cleaning procedures for stoves.

Show What You Can Do.

Check the statement that fits you best.

☐

I can do all the tasks above and want to do the Practical Exercise Performance Checklist.



SEE YOUR INSTRUCTOR

☐

I want to study the information in this unit before doing the Practical Exercise Performance Checklist.



TURN TO NEXT PAGE AND BEGIN

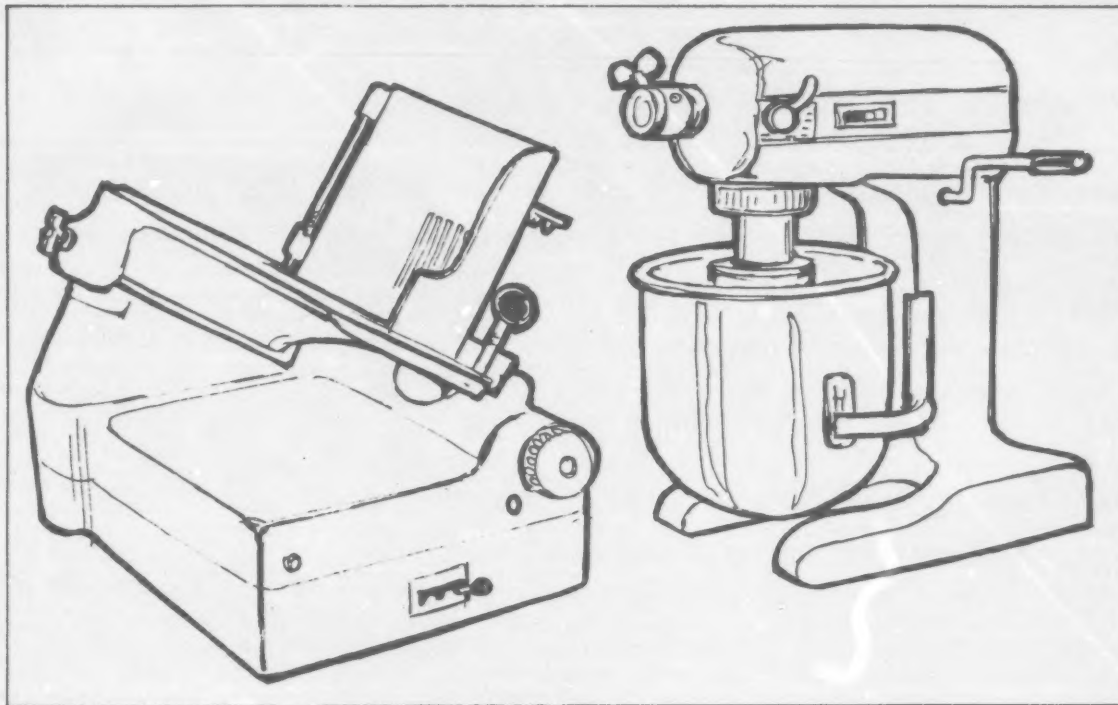
Unit 11

Use and Care of Large Equipment

Introduction

Food service businesses use certain equipment to prepare and serve food. This equipment must be used and cared for correctly to keep it in good working order. Safety guidelines should also be followed.

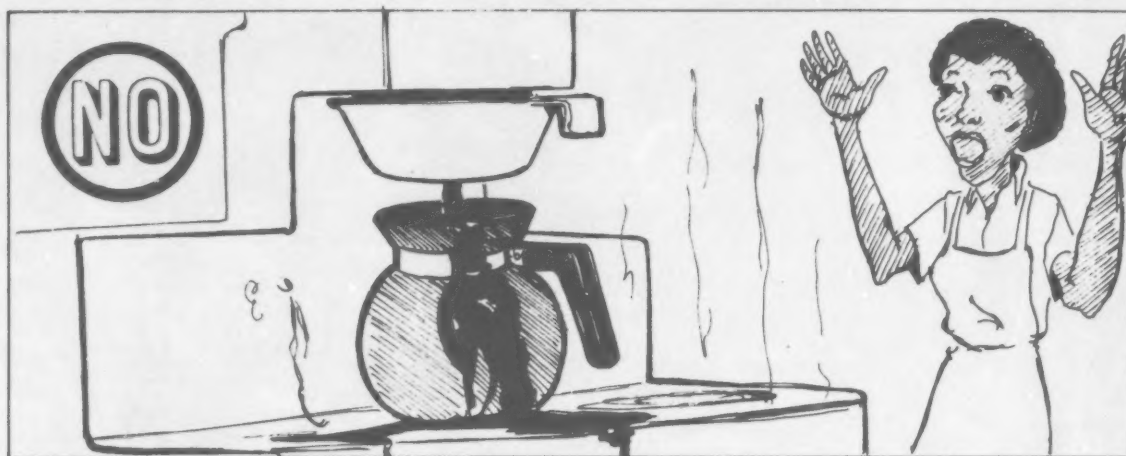
This unit will show you some basic pieces of equipment and guidelines for their use and care. Steps for cleaning stoves are also shown.



TURN TO NEXT PAGE

A. Guidelines for Care and Operation of Equipment

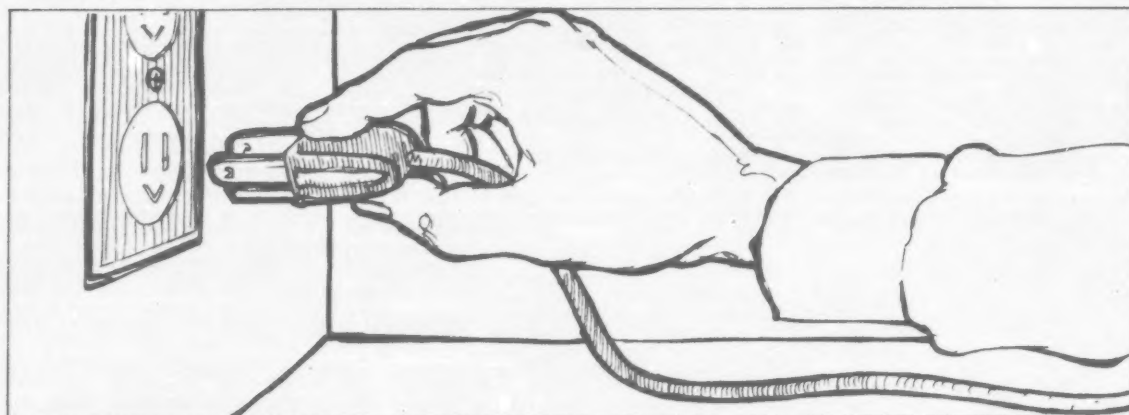
1. Equipment should not be left unattended when it is running.



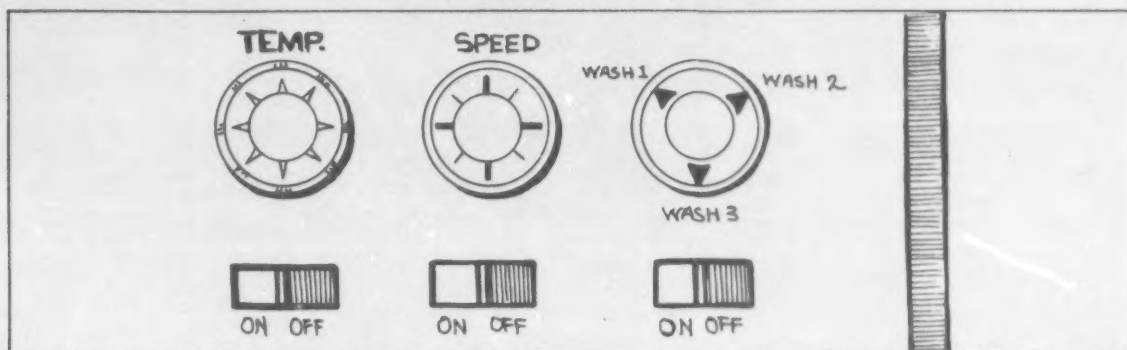
2. Follow directions and use safety guards when operating equipment.



3. Remove plug carefully from socket when unplugging.



4. Turn off switches before adjusting speed.



5. Keep work surfaces and floor dry when using equipment.



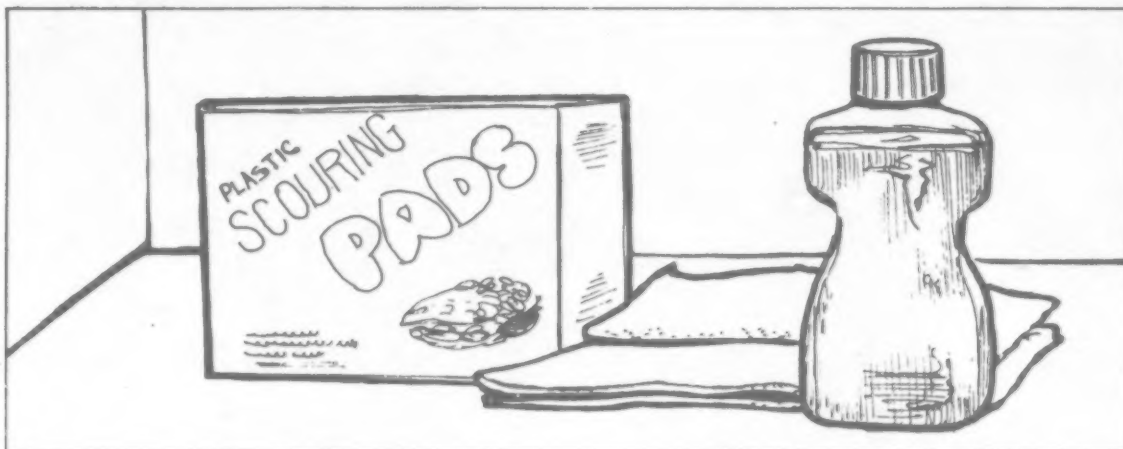
6. Follow regular schedules for cleaning and maintaining equipment.



7. Remove foods, dirt, and grease from equipment as soon as possible.



8. Soak baked or burned food with a cloth and cleaning solution. A plastic scouring pad or nylon brush can be used to remove food.



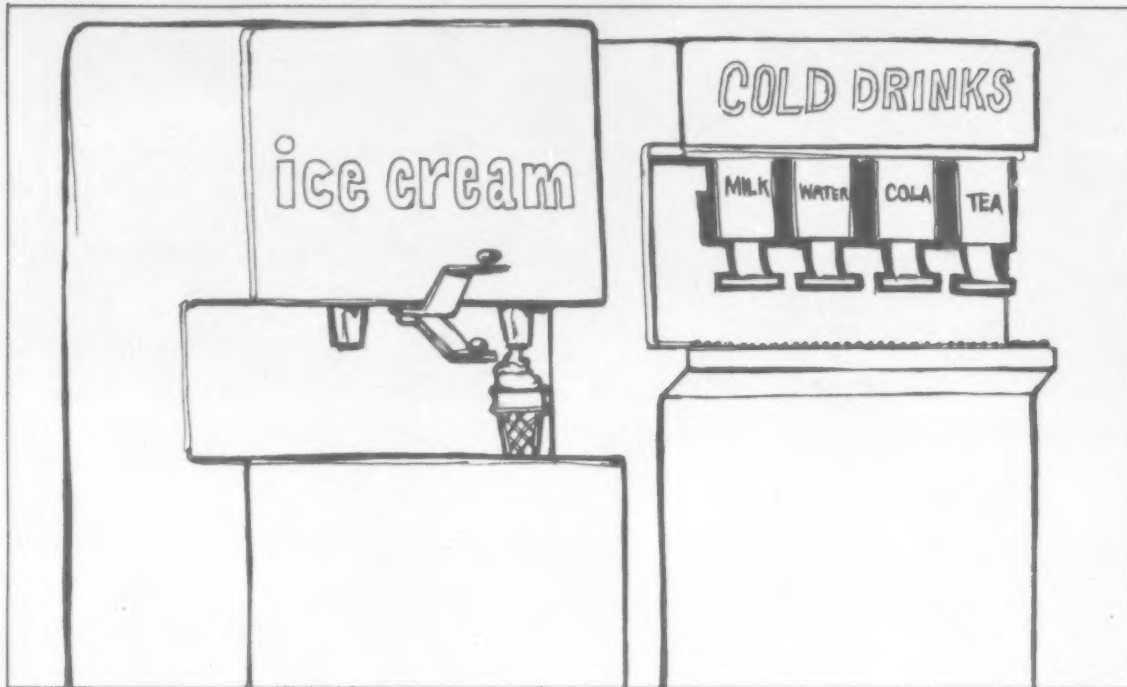
NOTE!

Do not use steel wool or wire brushes on stainless steel equipment because they may leave particles of iron in the surface.

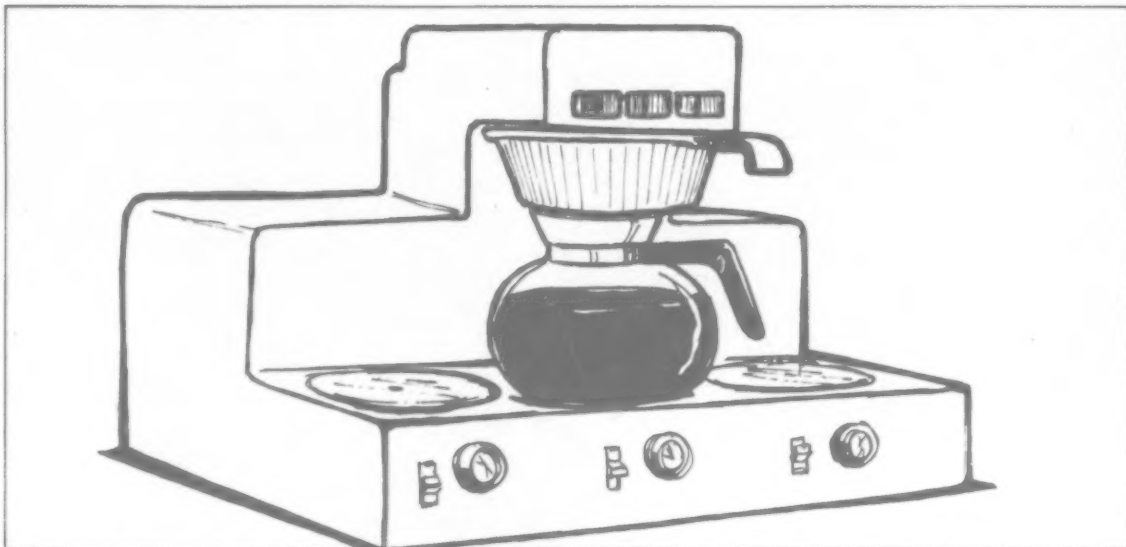
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B. Serving Equipment

1. **Drink Dispensers:** Used to serve soft drinks, syrups, toppings, or drinks such as milk or iced tea



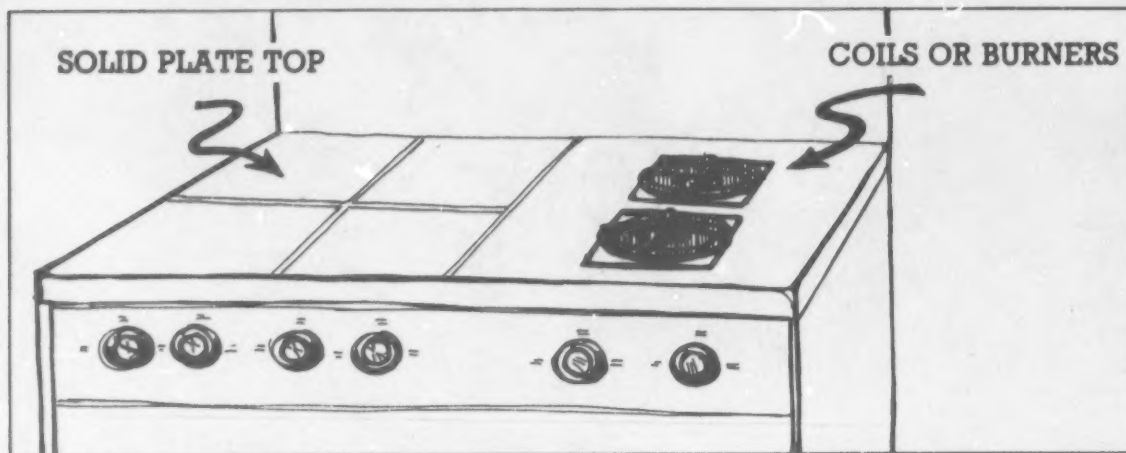
2. **Coffee Maker:** Makes coffee and maintains it at proper serving temperature



TURN TO NEXT PAGE

C. Cooking Equipment

1. **Range Tops:** Cooking surfaces on a stove which are either solid plate tops or heating coils

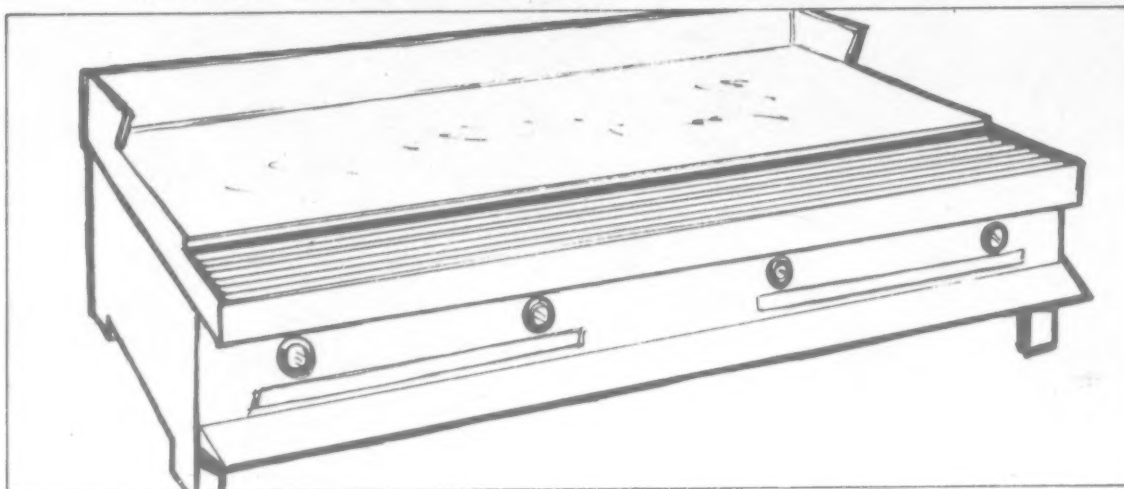


NOTE!

Solid plate range tops take time to heat up so they should be turned on at the beginning of food preparation.

Do not touch a surface to see if it is hot.

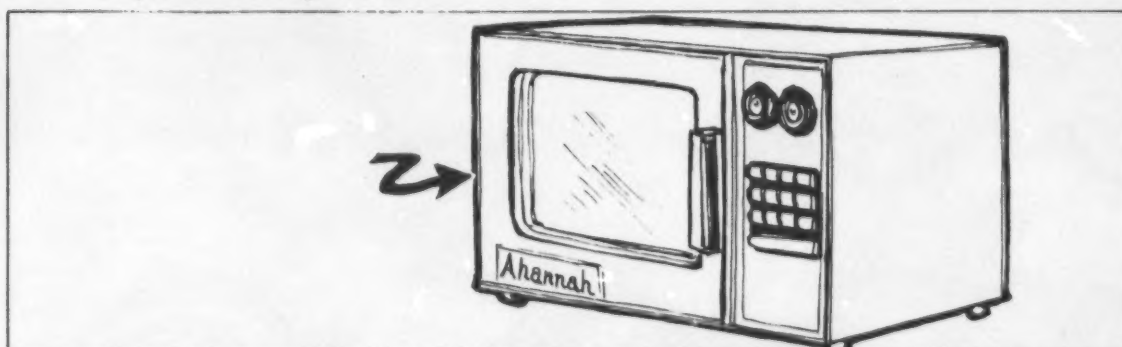
2. **Grill/Griddle:** Flat surface used for broiling and quick cooking foods such as steaks, hamburgers, or pancakes



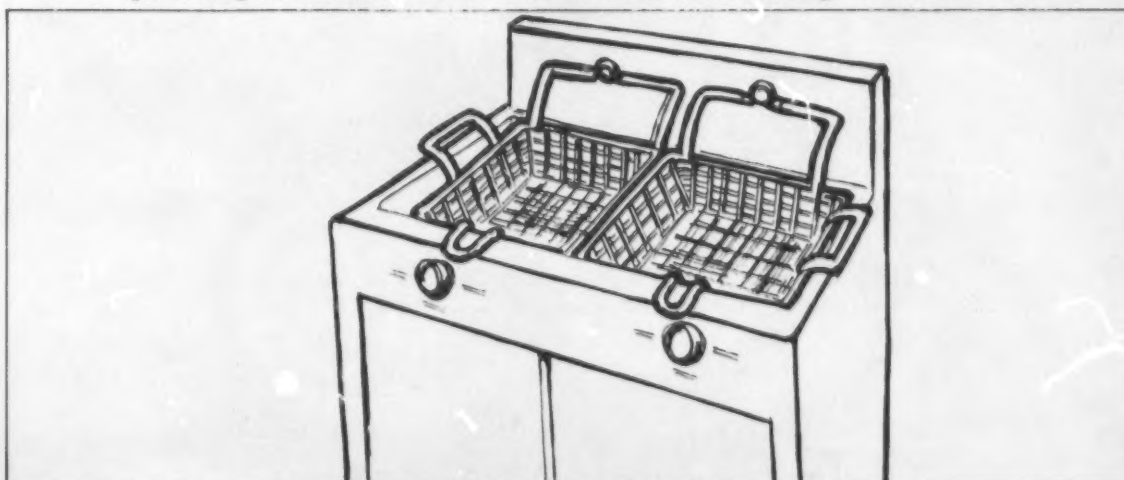
3. **Bake Oven:** Heated chamber used for baking, heating or roasting food



4. **Microwave Oven:** An oven which cooks food quickly. It is useful in preparing individual servings and in defrosting or precooking foods.



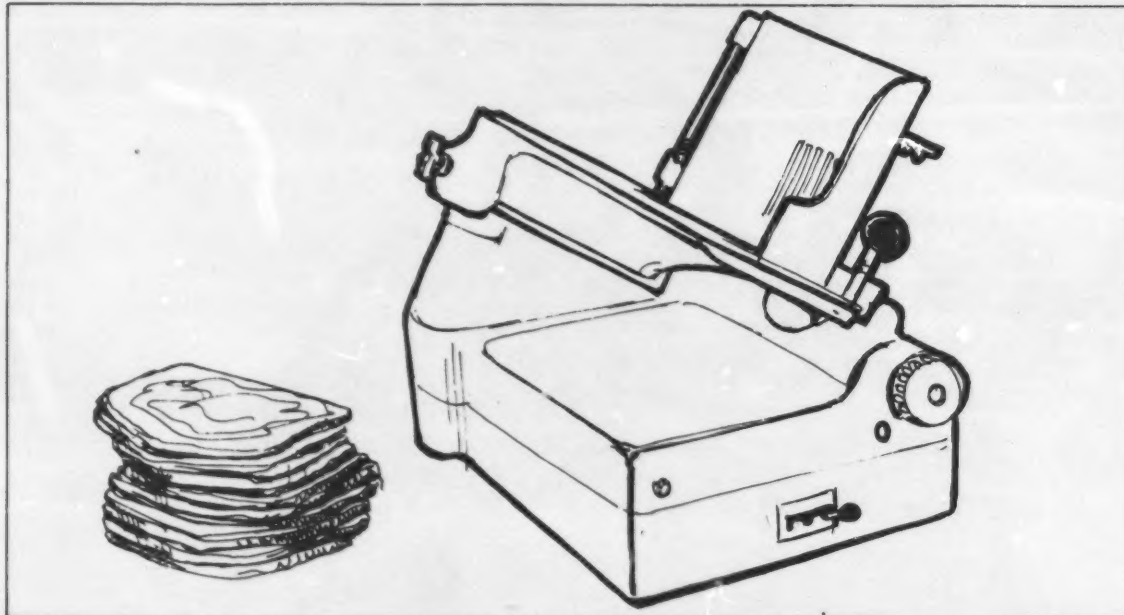
5. **Deep Fat Fryer:** Used for cooking meats or vegetables by placing food in a wire basket and lowering it into hot fat



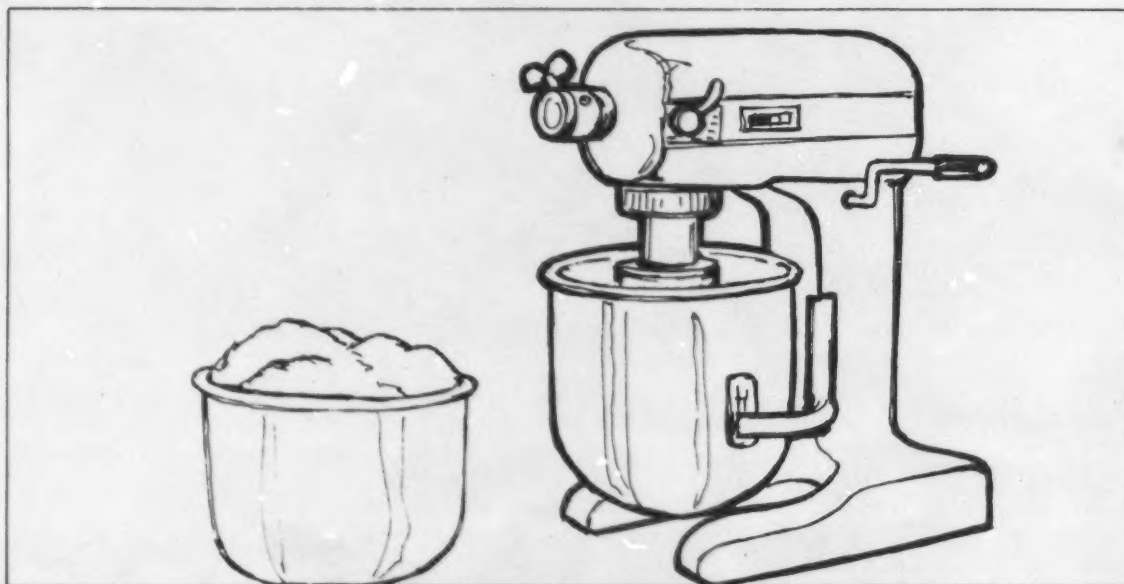
TURN TO NEXT PAGE

D. Food Preparation Equipment

1. **Slicer:** Used to slice foods such as meats and cheese to an exact thickness



2. **Dough Mixer:** Combines ingredients into doughs, kneads bread, and mashes potatoes



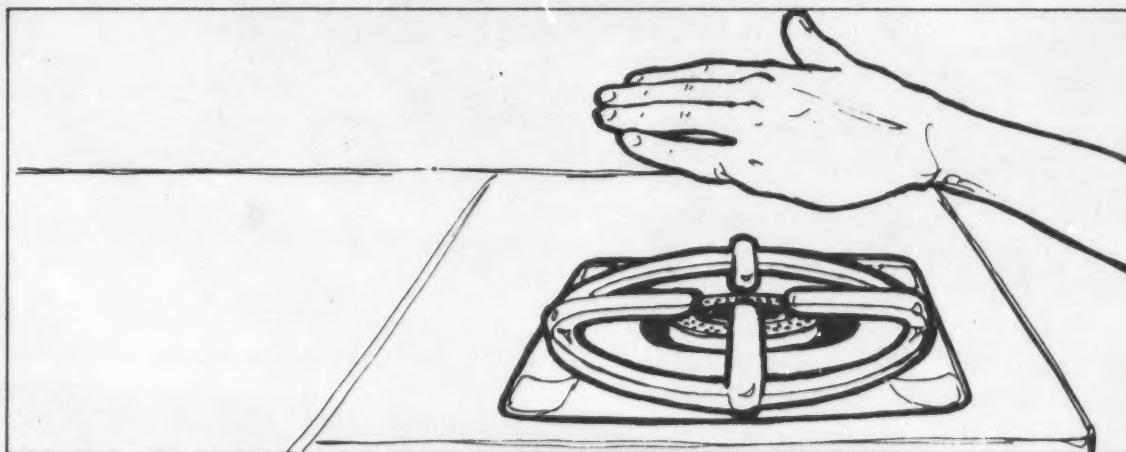
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E. Daily Cleaning Procedure for Ranges

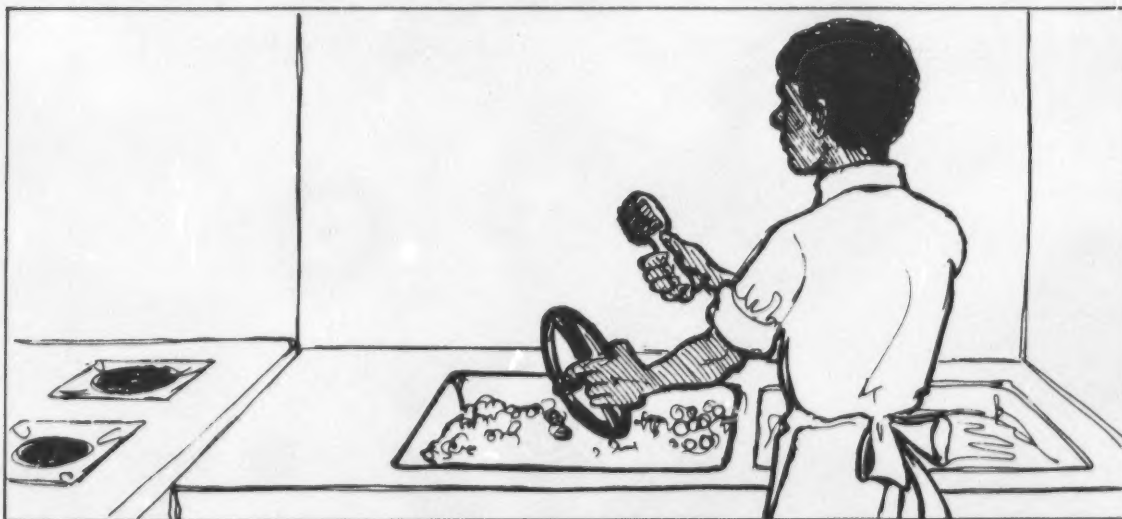
1. Find and check off the following:



2. Check range to be sure it is cool.



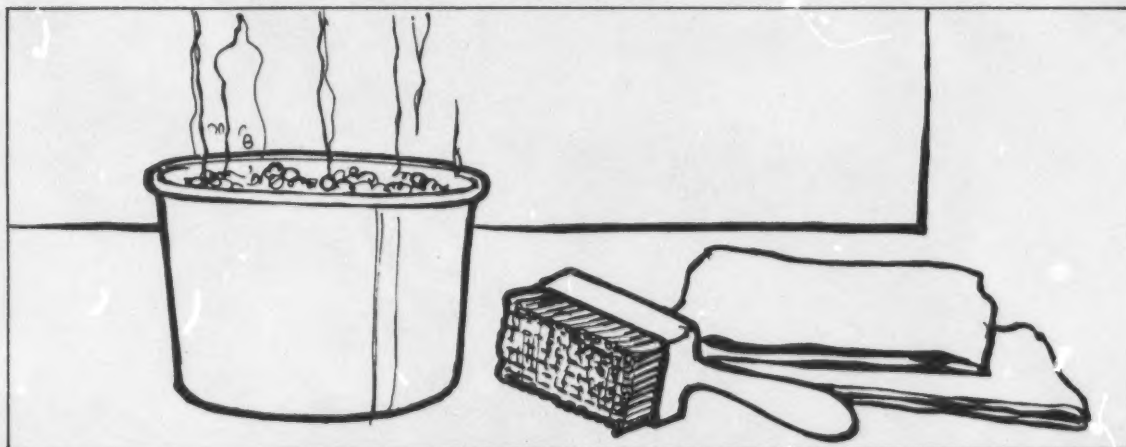
3. If range has an open top, lift out burner grids and scrub them in sink with a wire brush.



4. Rinse grids with clean hot water and dry.



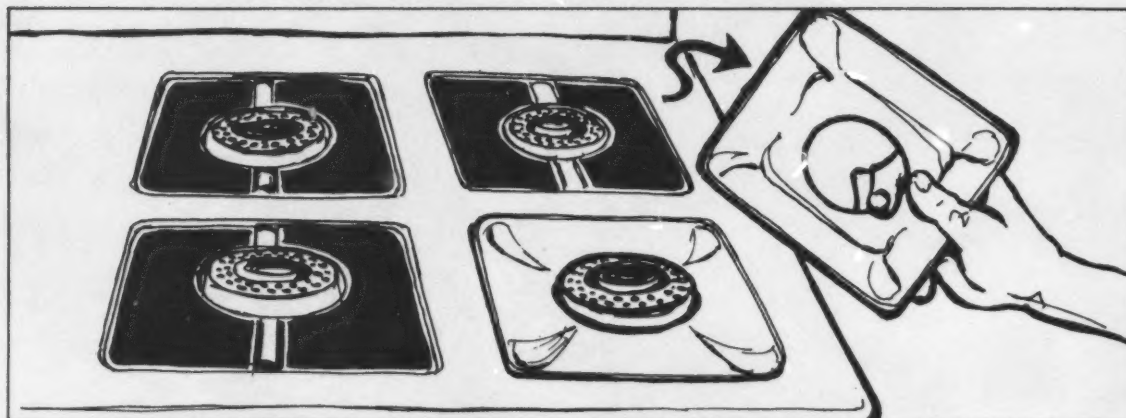
5. Scrub a solid range top using hot detergent solution, brush and clean, damp cloth. Rinse and dry with cloth.



6. Apply salad oil to solid-top range to prevent rust.



7. Remove grease/warming trays; scrub them in sink; rinse with clean, hot water and dry with a clean cloth.



8. Scrub front, back, and sides of range; rinse and wipe dry.



9. Return all equipment.



SEE YOUR INSTRUCTOR

11-12

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Unit 11

Use and Care of Large Equipment

After studying this unit, you should be able to answer these questions:

1. Why is it important to know how to correctly operate food service equipment?

2. What might happen if your stove was not cleaned every day?

3. What can you do to stop cooking equipment from rusting?

SEE YOUR INSTRUCTOR

11-13

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Unit 11

Use and Care of Large Equipment

Name: _____

Identifying Food Service Equipment and Their Uses

Matching: Match the piece of equipment with how it is used.

- | | |
|---|--|
| ☐ Range Top | ☐ Grill |
| ☐ Deep-Fat Fryer | ☐ Oven |
| ☐ Coffee Maker | ☐ Drink Dispenser |
| ☐ Slicer | ☐ Microwave Oven |
| | ☐ Dough Mixer |

- A. Serves soft drinks, toppings, syrups and other cold drinks.
- B. Mashes potatoes, kneads, and mixes dough.
- C. Cooking surface on top of a stove.
- D. Makes coffee and maintains it at proper serving temperature.
- E. Flat surface used for broiling or cooking foods quickly.
- F. Used for cooking meats or vegetables in hot fat.
- G. Cooks food quickly by producing microwaves.
- H. Used for roasting, baking, or heating foods.
- I. Cuts meat or cheese.

SEE YOUR INSTRUCTOR

Unit 11

Use and Care of Large Equipment

Practical Exercise Performance Checkiist

Student _____ performed the following tasks

Tasks	Yes	No	Comments
Equipment Identification and Use			
1. Drink Dispenser			
2. Coffee Machine			
3. Range Top			
4. Grill			
5. Bake Oven			
6. Microwave Oven			
7. Deep Fat Fryer			
8. Slicer			
9. Dough Mixer			
Cleaning Ranges			
1. Assembles needed equipment			
2. Lets range cool			
3. Cleans, rinses and dries burner grids or hot top			
4. Applies salad oil			
5. Cleans, rinses, and dries burner grids and grease pans			
6. Scrubs, rinses, wipes, and polishes back, front and sides of stove			
7. Returns equipment to the proper places			

Satisfactory-Should Move On ☐
Should Repeat This Unit ☐

Instructor's Signature

Date

Vocational Preparation Curriculum
FOOD SERVICE



Unit 12
Storage of Food and Supplies

Developed by: Mary Ann Kercher



Unit 12

Storage of Food and Supplies

Storage of Food and Supplies

After you study this unit, you should be able to:

1. List guidelines for workers in storage areas.
2. List where to store certain foods and supplies.
3. Identify safe storage practices.
4. Clean and sanitize a refrigerator.

Show What You Can Do.

Check the statement that fits you best.

☐

I can do all the tasks above and want to do the Practical Exercise Performance Checklist.



SEE YOUR INSTRUCTOR

☐

I want to study the information in this unit before doing the Practical Exercise Performance Checklist.



TURN TO NEXT PAGE AND BEGIN

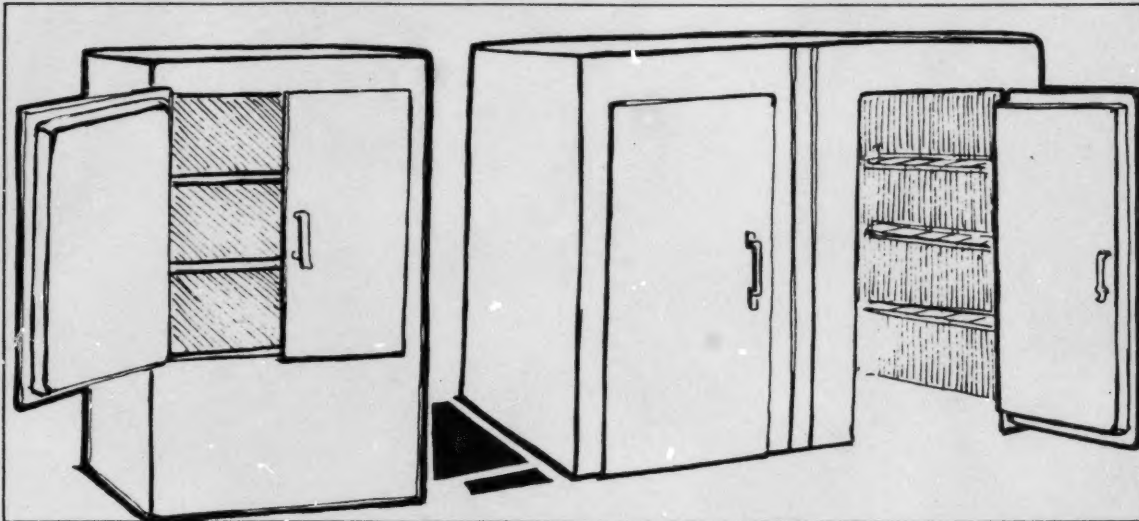
Unit 12

Storage of Food and Supplies

Introduction

In all food service businesses, supplies and foods must be stored properly to keep out dirt, dust, insects, and other pests. They must also be protected from heat, light, and moisture to keep them from spoiling. Spoiled food wastes money and can cause illness.

In this unit, you will learn guidelines which will help you to correctly and safely store products. You will also learn about main types of storage for certain foods or food items.



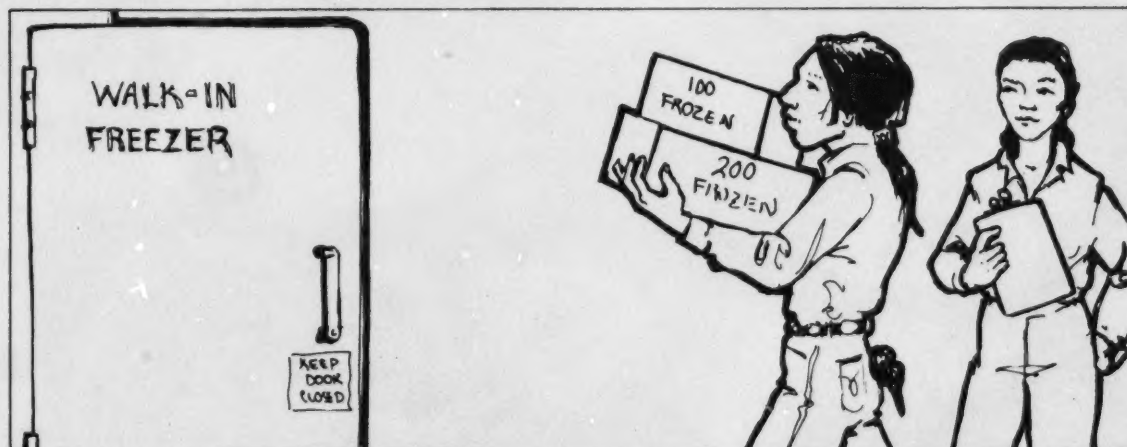
TURN TO NEXT PAGE

A. Guidelines for Workers in Storage Areas

1. Check all deliveries to make sure that you have received the correct number, weight, and quality of goods.



2. Quickly put away all food that might thaw out and spoil.

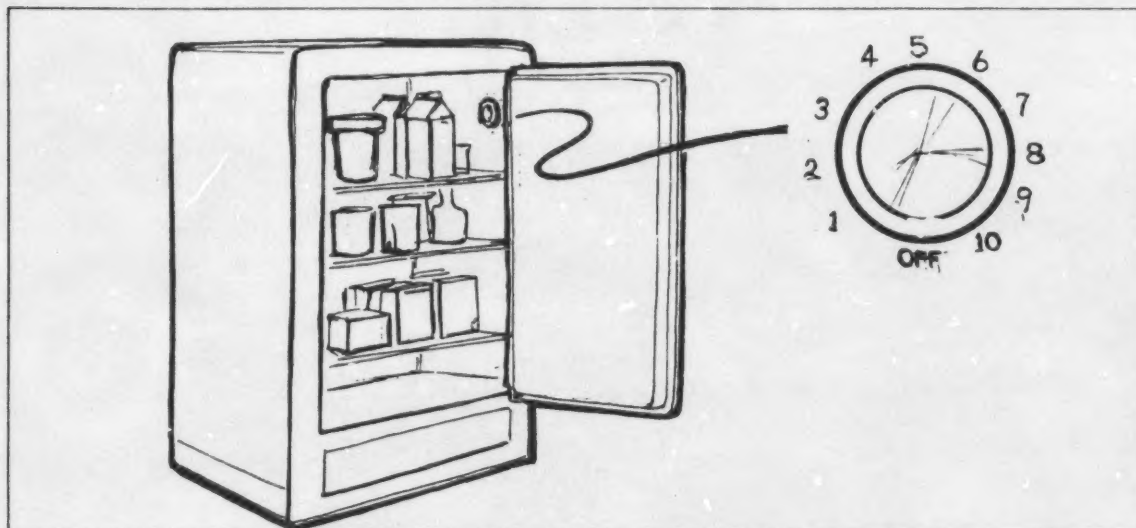


CAUTION!

Do not refreeze foods that have thawed out.



3. Check to see that all foods and supplies are stored at the proper temperature to avoid food spoilage.



4. Keep an inventory or list of foods and supplies on hand.

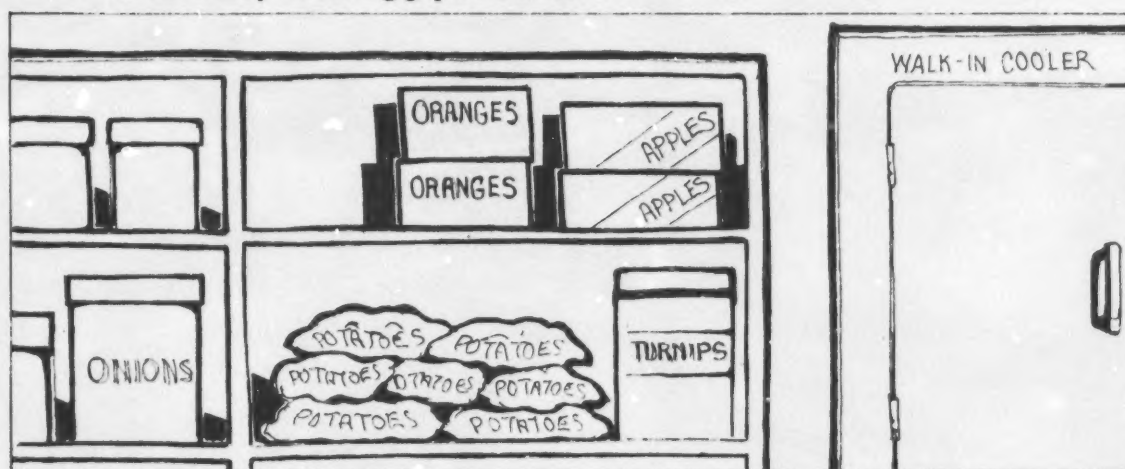
INVENTORY SHEET

DATE	AMT. ORDERED	AMT REC'D	AMT ON HAND	TOTAL

5. Place new items on the back of the shelves and move the older things to the front. (the "First In, First Out" or FIFO System.)



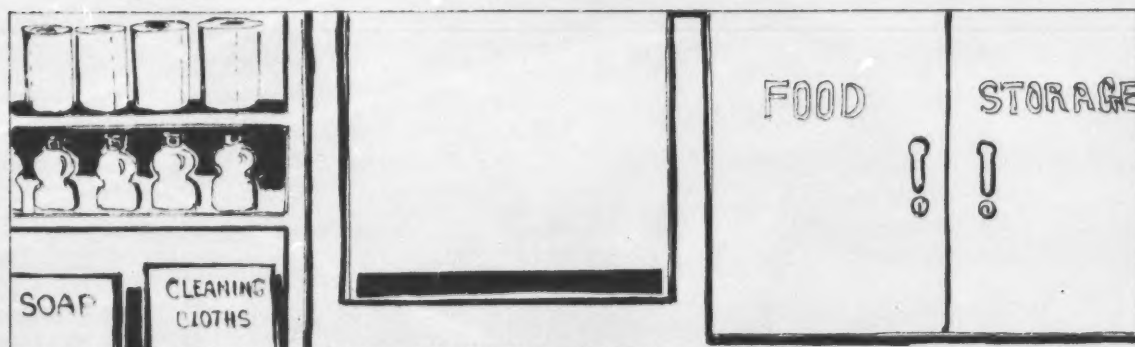
6. Similar items should be stored together. Odor producing foods such as onions should be stored away from odor absorbing foods like dairy and egg products.



7. All storage areas must be clean and free from insects and animals.



8. Store cleaning supplies and paper products away from foods.



TURN TO NEXT PAGE

B. Types of Storage

1. **Dry Storage:** Area where dry; packaged, or canned foods are stored on shelves

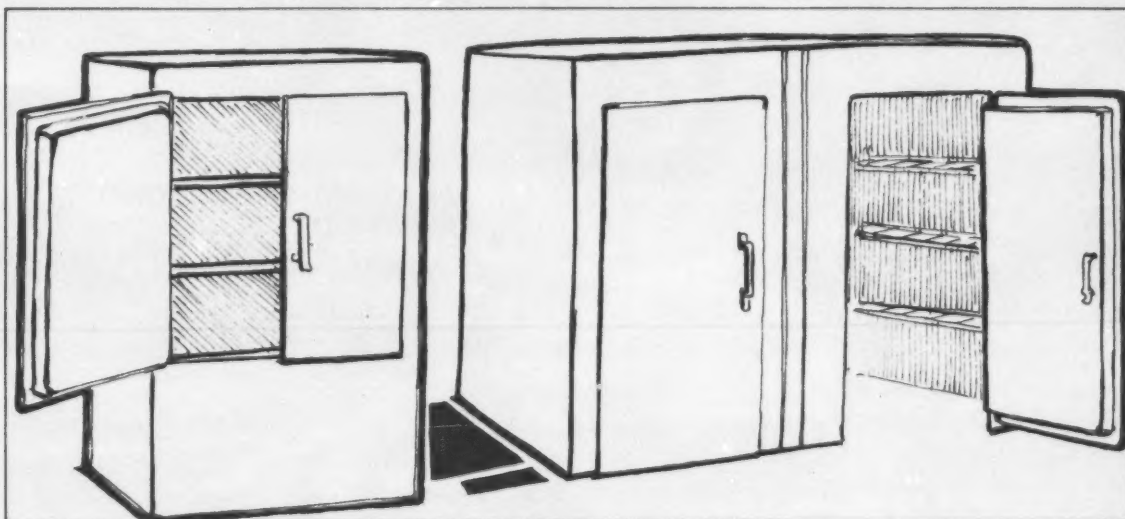


NOTE!

Items such as flour and sugar should be stored in metal containers with tight fitting lids.

Foods stored in refrigerators should be tightly covered or wrapped to keep them from drying out.

2. **Refrigerator Storage:** Used to keep food a certain temperature which will protect food from germs and spoilage

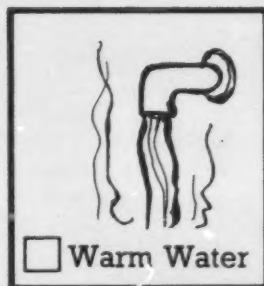
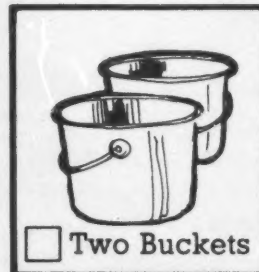
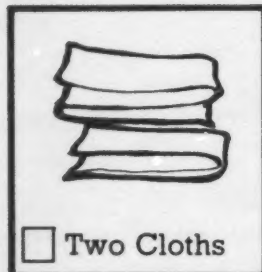
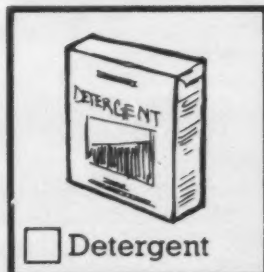
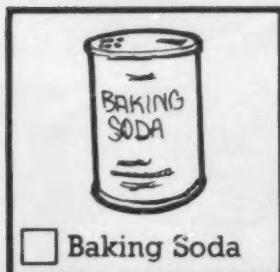


3. **Freezer Storage:** Used to freeze food and to store frozen foods to prevent spoilage

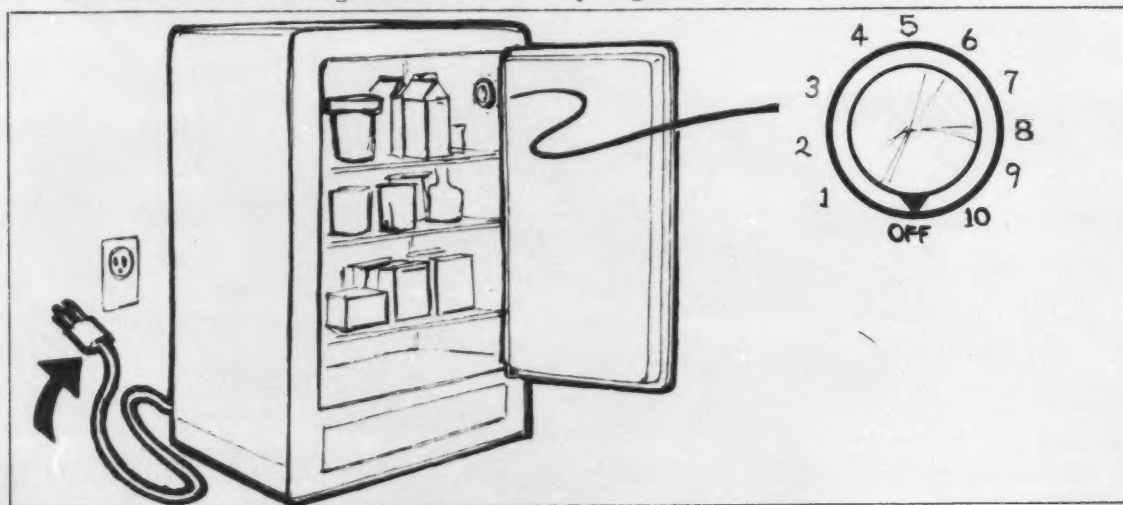
TURN TO NEXT PAGE

C. Cleaning Procedures for Refrigerators and Freezers

1. Locate and check off the following:



2. Turn off refrigerator and unplug it.



3. Remove food from refrigerator.



NOTE!

Cover or wrap food to slow down temperature changes.

4. Remove shelves.



5. Wash shelves, wall, and inside of doors with warm water and baking soda.



6. Wash outside of refrigerator with hot detergent solution.



Rinse with sanitizing solution and dry with a clean, dry cloth.

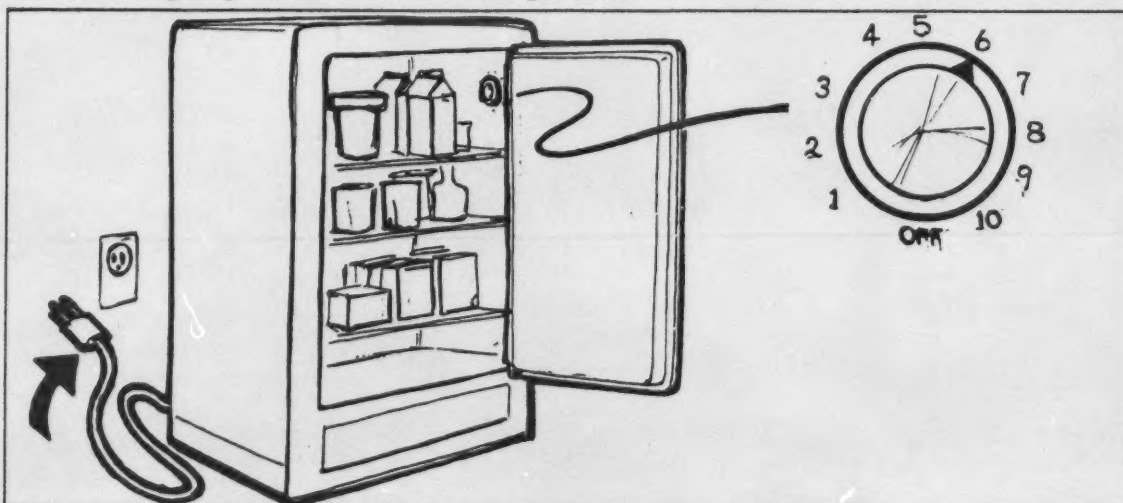
7. Replace shelves.



8. Inspect and return food to refrigerator.



9. Replug and turn on refrigerator.



10. Return cleaning supplies to proper places.

SEE YOUR INSTRUCTOR

Unit 12

Storage of Food and Supplies

Try answering the following questions:

1. What can happen if foods are not stored at the right temperature in a refrigerator?

2. Why keep a certain temperature in food storage areas?

3. Why must you always check supplies when they are delivered and keep an inventory of what you get?

4. What is a commonly used stocking system in food service?

SEE YOUR INSTRUCTOR

Unit 12

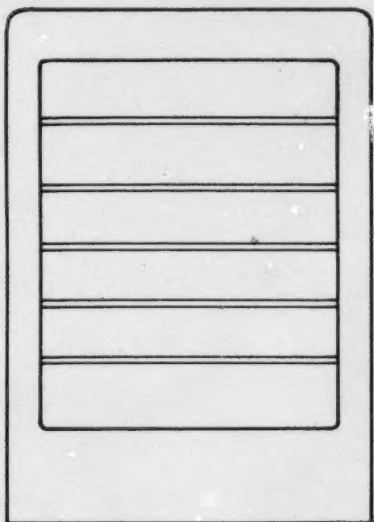
Storage of Food and Supplies

Practical Performance Exercise

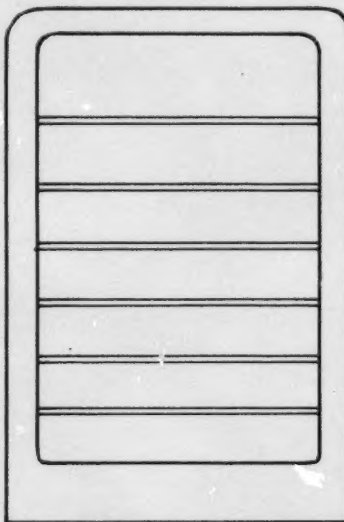
Name: _____

Where Should You Put It?

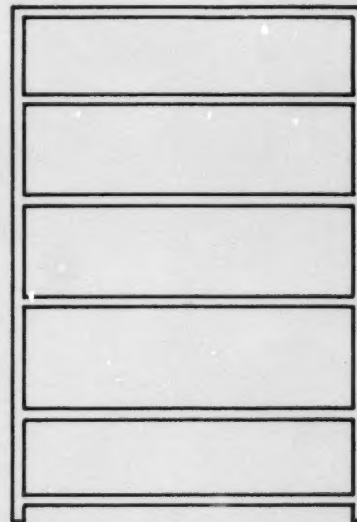
Matching: Put the food in its correct storage area by writing its name inside the correct storage space.



A. Freezer



B. Refrigerator



C. Dry Storage

Milk
Sugar
Ice Cream
Raw Carrots
Lettuce Salad
Flour

Cheese
Frozen Hamburger
Jello
Cans of Green Beans
Cooked Carrots
Sacks of Ground Coffee

SEE YOUR INSTRUCTOR

Unit 12

Storage of Food and Supplies

Practical Exercise Performance Checklist

Student _____ performed the following tasks

Tasks		Yes	No	Comments
1.	Can identify guidelines for workers in storage areas			
2.	Can match foods and supplies with their storage areas			
3.	Can identify safe and proper food storage practices			
Cleaning Refrigerators and Freezers:				
1.	Assembles necessary equipment			
2.	Unplugs and turns off appliance			
3.	Removes and covers or wraps food			
4.	Removes shelves			
5.	Properly washes shelves, walls, and inside			
6.	Correctly washes outside			
7.	Rinses outside with sanitizer and dries			
8.	Replaces shelves			
9.	Inspects and returns food			
10.	Replugs it and turns it on			
11.	Returns all equipment			

Satisfactory-Should Move On ☐
Should Repeat This Unit ☐

Instructor's Signature

Date

Vocational Preparation Curriculum
FOOD SERVICE



Unit 13
Measurement Skills

Developed by: Mary Ann Kercher



Unit 13

Measurement Skills

Measurement Skills

After you study this unit, you should be able to:

1. Identify common measuring utensils.
2. Match measurement terms and their abbreviations.
3. Measure liquids accurately.
4. Measure dry ingredients accurately.
5. Measure ingredients or portions of food by weight.

Show What You Can Do.

Check the statement that fits you best.

☐

I can do all the tasks above and want to do the Practical Exercise Performance Checklist.



SEE YOUR INSTRUCTOR

☐

I want to study the information in this unit before doing the Practical Exercise Performance Checklist.



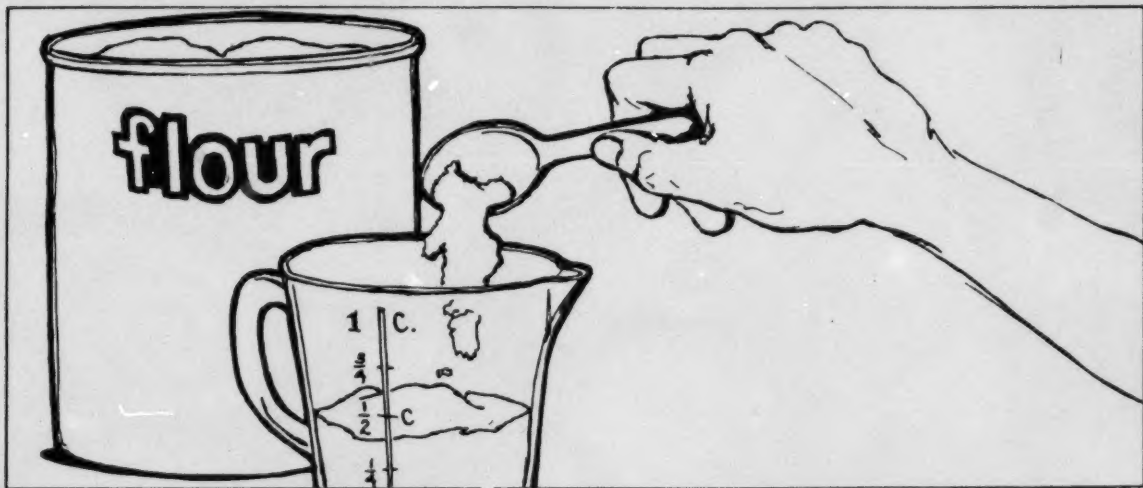
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Unit 13 Measurement Skills

Introduction

To produce quality foods, amounts called for in each recipe must be measured exactly. Accuracy in weighing and measuring prevents food waste, controls quality and quantity, and saves time.

In this unit, you will learn about basic measurement terms and utensils. Procedures for weighing or measuring liquid and dry materials will also be explained.



TURN TO NEXT PAGE

Unit 13

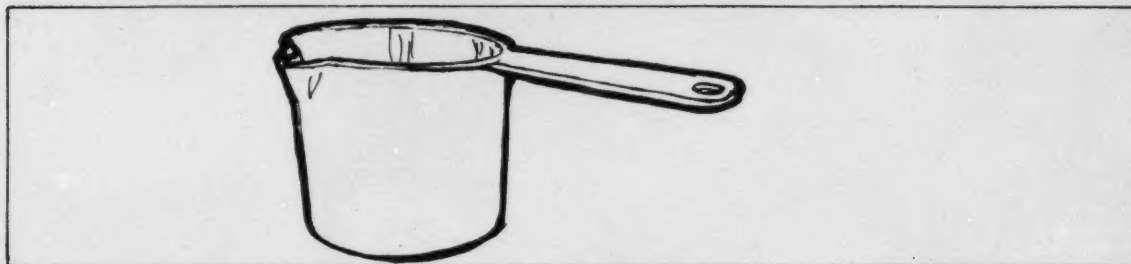
Measurement Skills

A. New Materials and Equipment Needed for Measuring

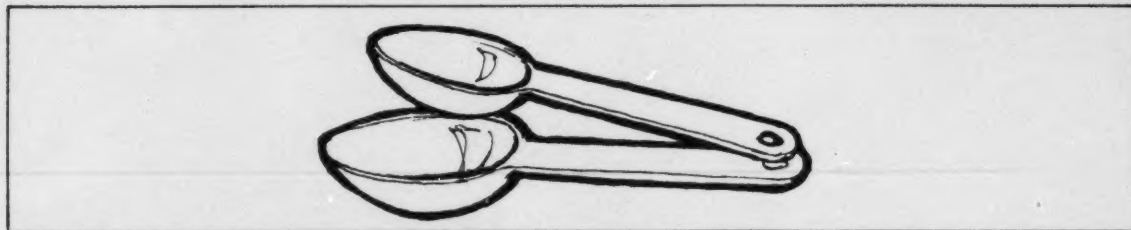
1. **Liquid Measuring Cup:** Clear cup which measures exactly one cup



2. **Dry Measuring Cup:** Cup measuring exactly one cup



3. **Measuring Spoons:** Spoons which measure exact amounts of liquid or dry ingredients



4. **Spring-type Scale:** Scale used to measure small portions of food



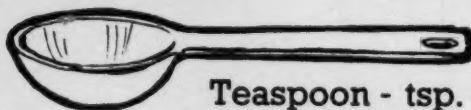
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B. Measurement Terms and Abbreviations

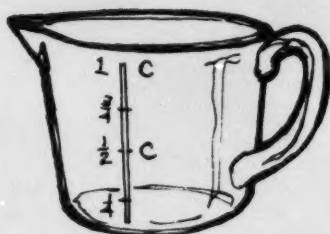
Abbreviations or symbols are often used in recipes. Some common abbreviations are listed below.



Tablespoon - T. or tbsp.



Teaspoon - tsp. or t.



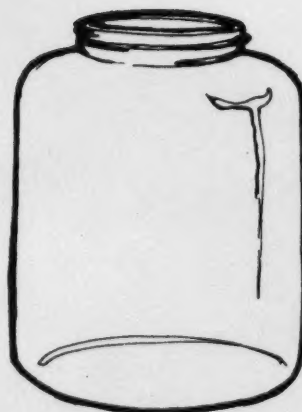
Cup - c.



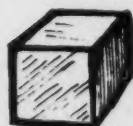
Pint - pt.



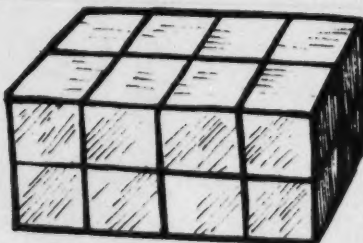
Quart - qt.



Gallon - gal.



Ounce - oz.

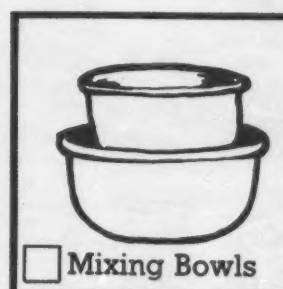
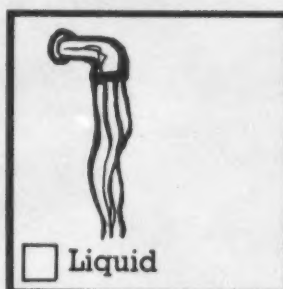
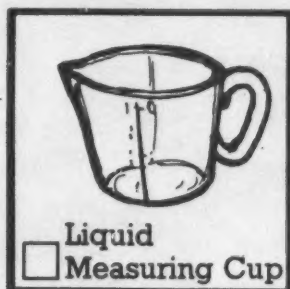


Pound - lb. or #

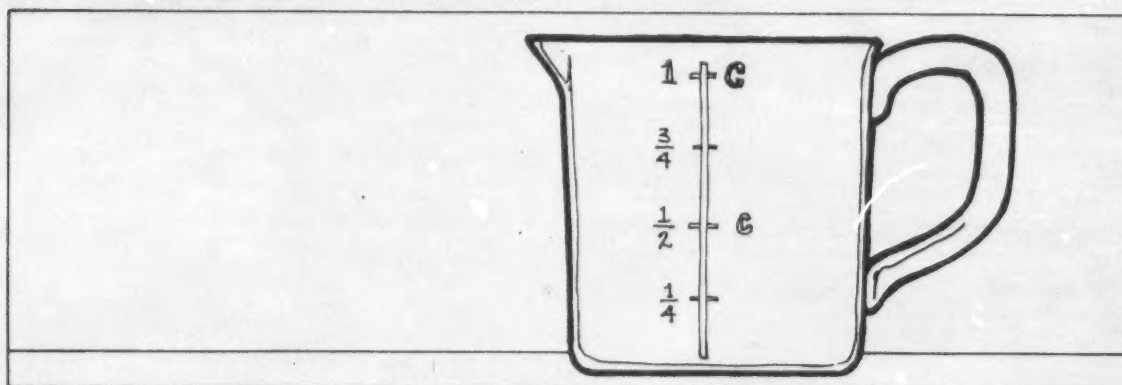
TURN TO NEXT PAGE

C. Measuring Liquids

1. Find and check off the following:



2. Place measuring cup on a flat surface.



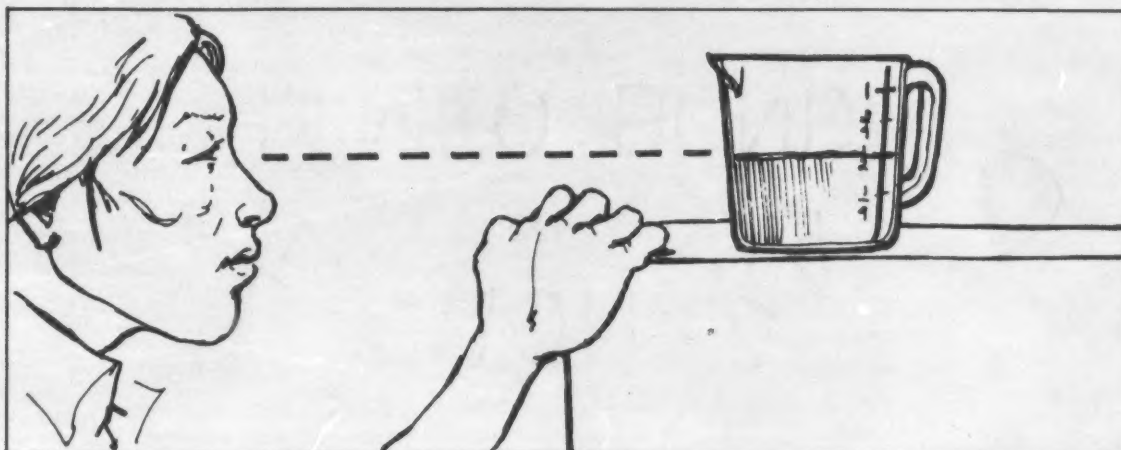
3. Pour liquids or wet food into cup.



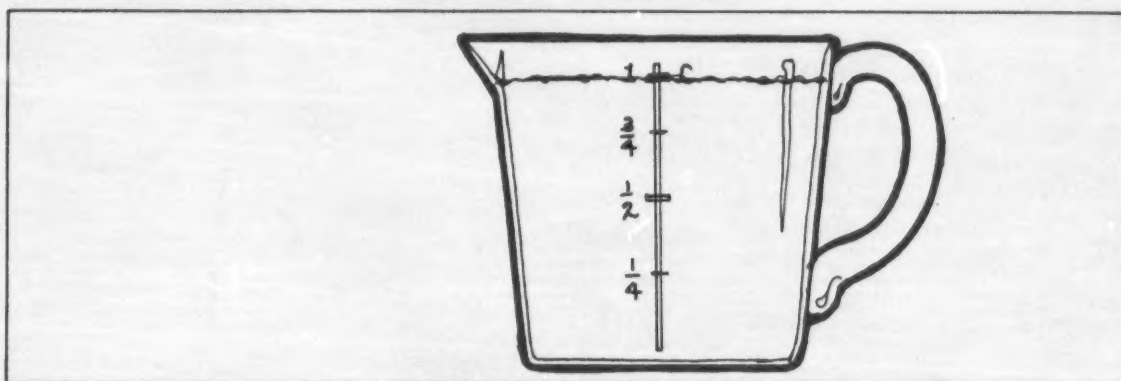
NOTE!

When you look at the side of the cup, you must look at it at eye level to get an accurate measurement.

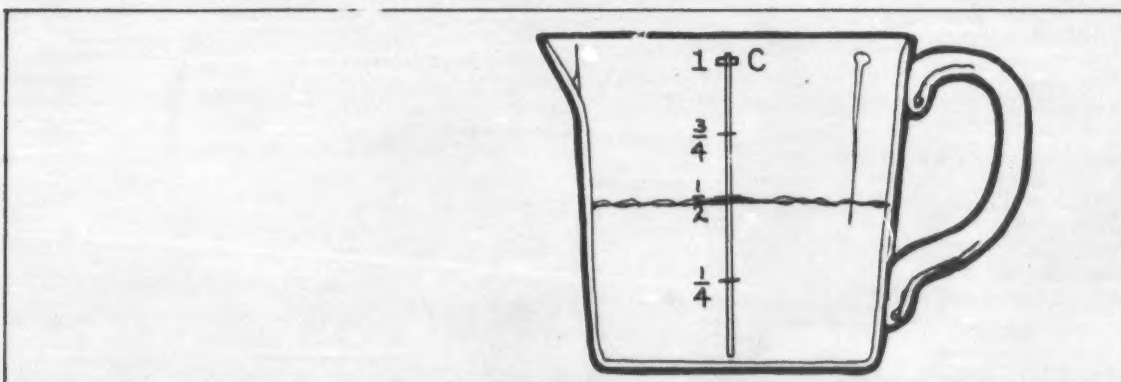
4. Look at the amount of liquid in measuring cup to make sure you have correct amount.



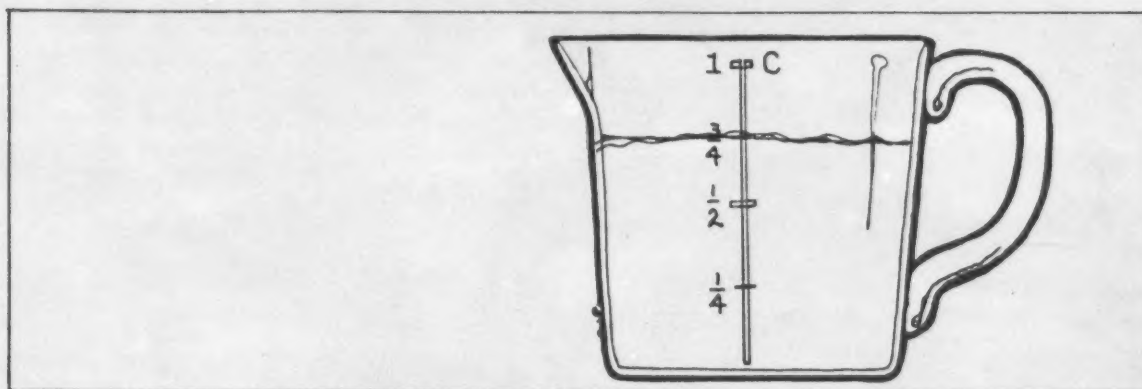
5. Use water to measure one cup of liquid.



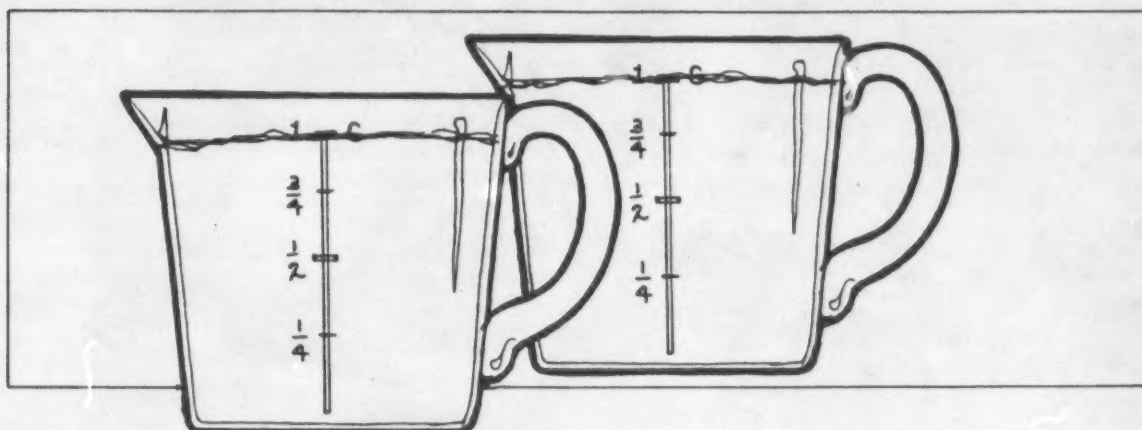
6. Measure one-half cup of liquid.



7. Measure three-fourths cup of liquid.



8. Measure two cups of water.

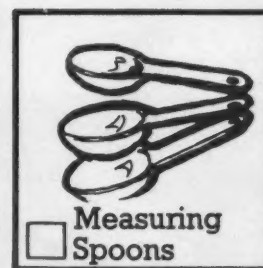


9. Return all equipment and clean work area.

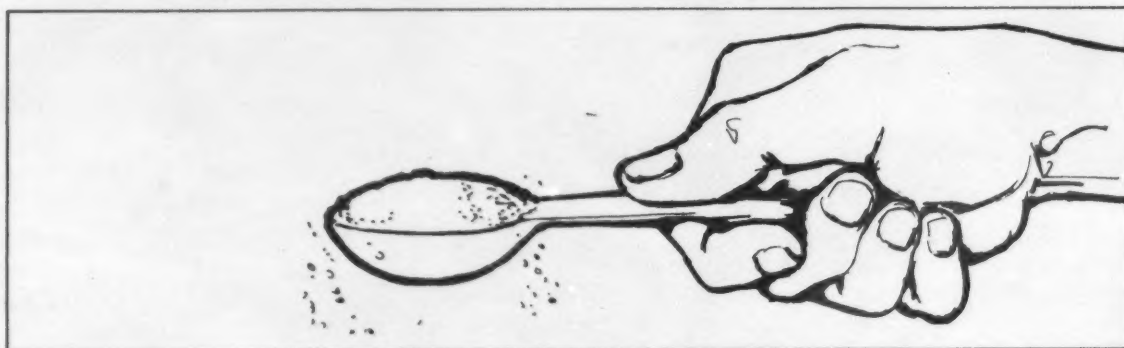
TURN TO NEXT PAGE

D. Measuring Dry Ingredients

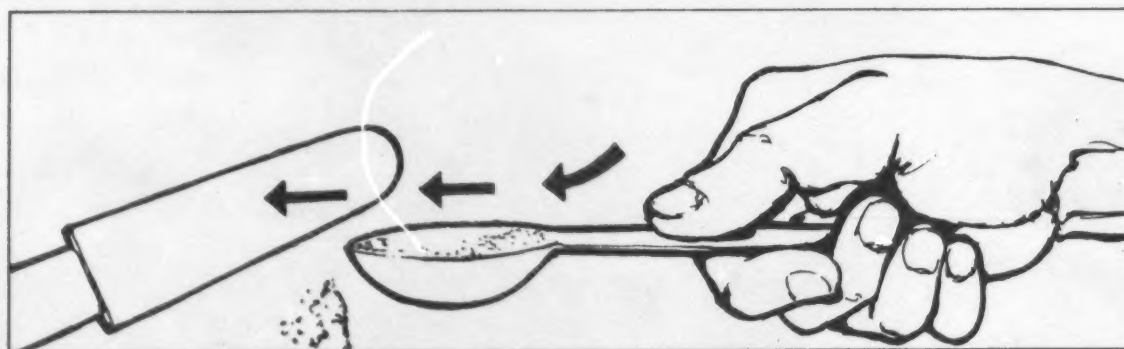
1. Find and check off the following:



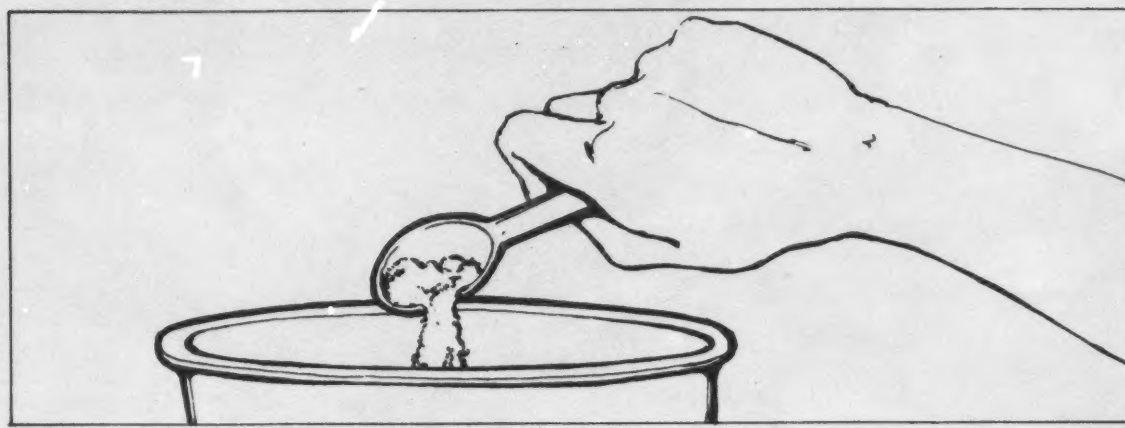
2. Fill measuring spoon to the top and slightly overflowing with sugar.



3. Use spatula to level off the top of the spoon to give you a measured amount.



4. Empty leveled spoonful into mixing bowl.



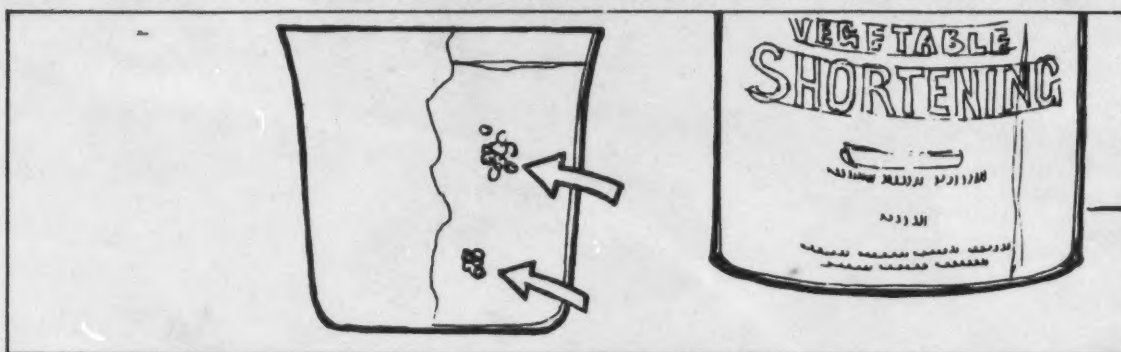
5. To measure flour, sift or spoon flour gently into cup. Do not pack or shake cup; level off cup with spatula.



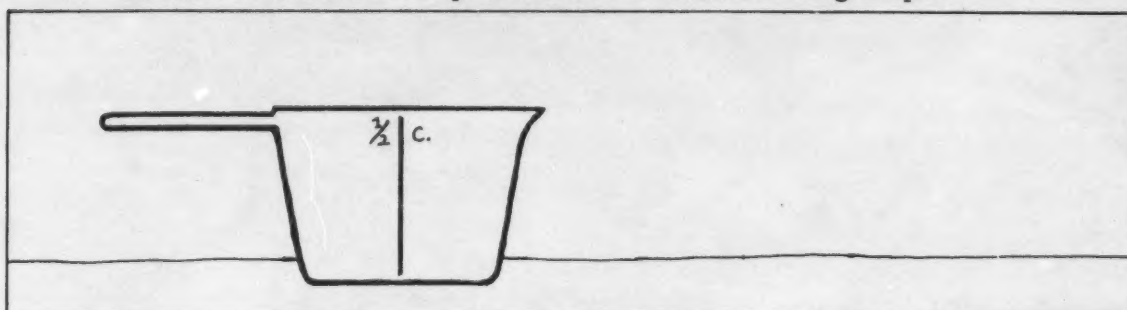
6. To measure brown sugar, spoon it into cup and pack it down with the measuring spoon to the desired measurement.



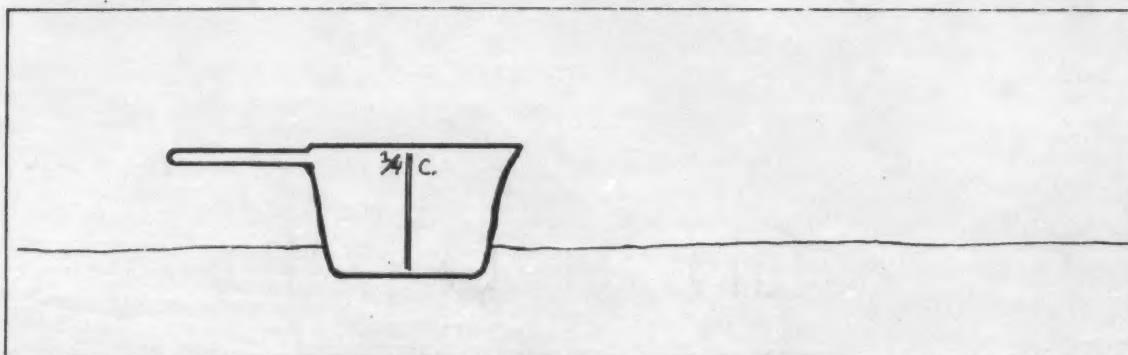
7. To measure shortening, spoon it into a dry measuring cup. Pack it down solid and work out all air bubbles. Level it off.



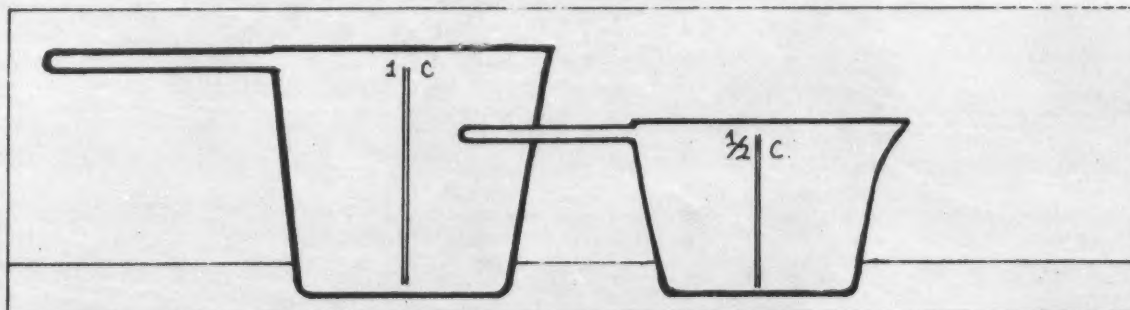
8. Measure one-half cup of flour in a measuring cup.



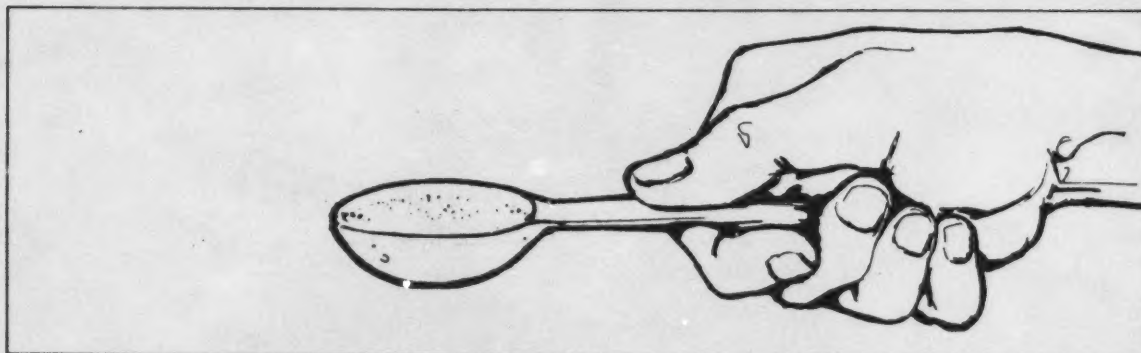
9. Measure one-fourth cup of brown sugar in a measuring cup.



10. Measure one and one-half cups of white sugar.



12. Measure one tablespoon of sugar.



13. Have your instructor check your measurements for accuracy.



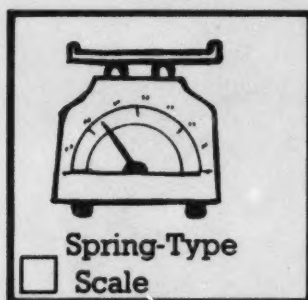
14. Wash all equipment and return it to its correct storage area; clean up your work area.

TURN TO NEXT PAGE

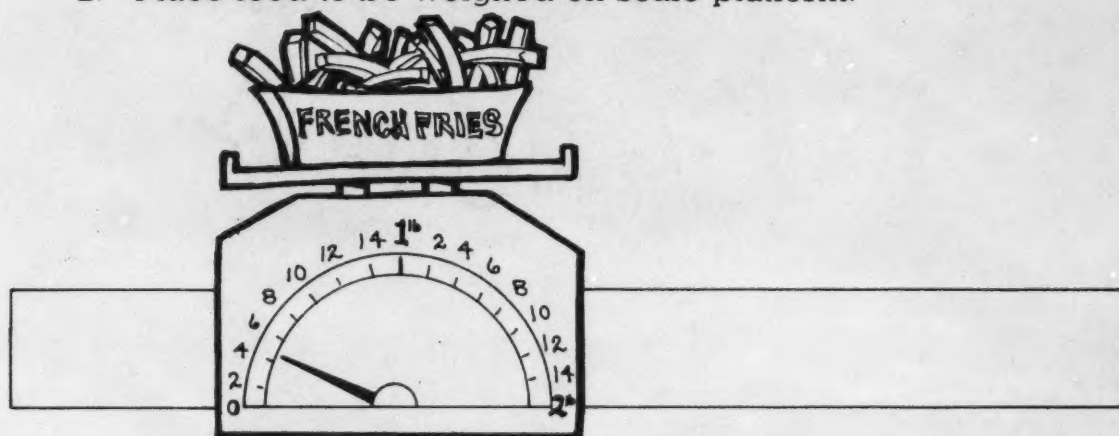
13-11

E. Measurement By Weight

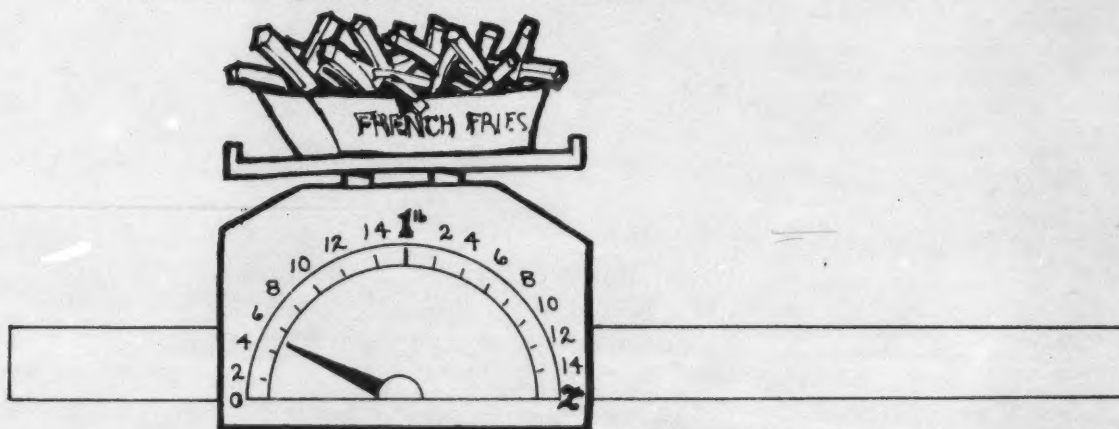
1. Find and check off the following:



2. Place food to be weighed on scale platform.



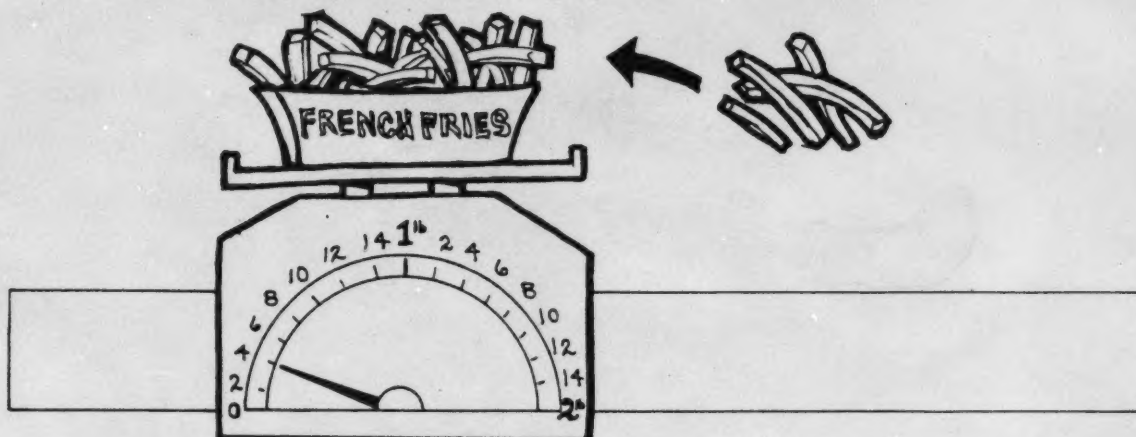
3. Read weight indicated on scale dial.



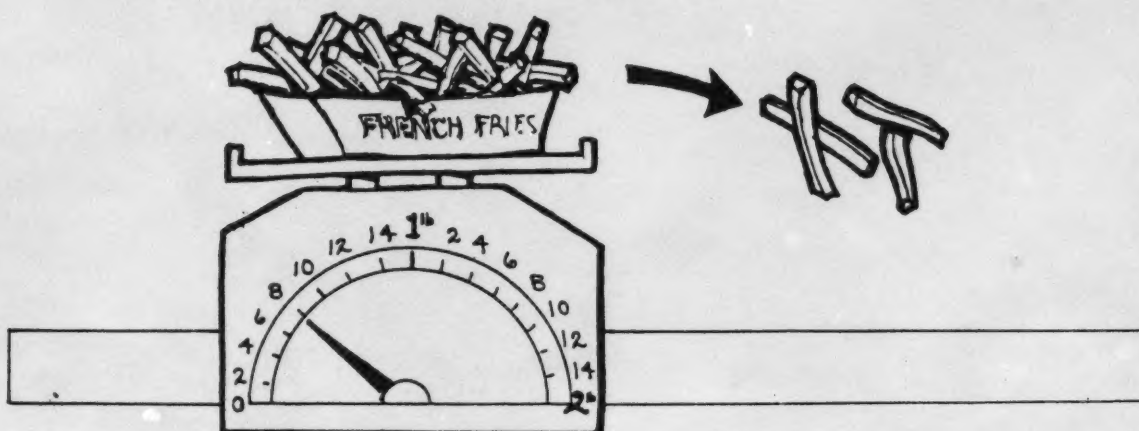
NOTE!

Larger numbers are pounds and numbers in smaller print indicate ounces.

4. If weight indicated on dial is too low, add food a little at a time until proper weight is shown.



5. If weight shown on dial is too high, remove food a little at a time until desired weight is reached.



6. Ask your supervisor to check for accuracy.
7. Clean up your work area and return all equipment and food.

NOTE!

After weighing each ingredient, clean scales by wiping with a damp cloth.

SEE YOUR INSTRUCTOR

Unit 13

Measurement Skills

Try to answer the following questions:

1. Why should you use a standard measuring cup instead of a coffee cup to measure flour when you are making cookies?

2. Why is it very important to measure accurately when you are preparing a recipe?

3. Why is it important to remove trapped air from shortening when measuring a certain amount?

4. Explain why a measuring cup should be sitting on a level surface when you use it for measuring.

SEE YOUR INSTRUCTOR

Unit 13

Measurement Skills

Practical Performance Exercise

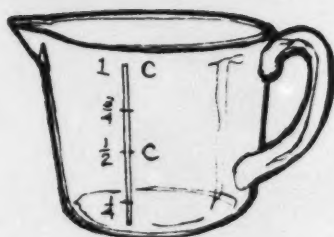
Name: _____

Measurement Terms and Abbreviations

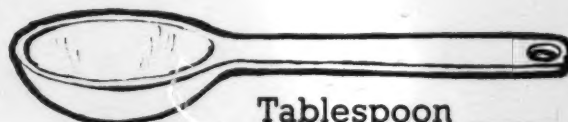
Matching: Write each abbreviation in the blank beside each term.

- A. lb.
- B. c.
- C. gal.
- D. T. or tbsp.

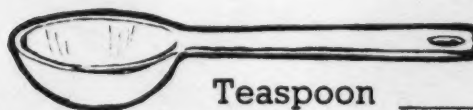
- E. oz.
- F. tsp. or t.
- G. pt.
- H. qt.



Cup _____



Tablespoon _____



Teaspoon _____



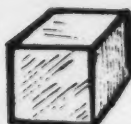
Pint _____



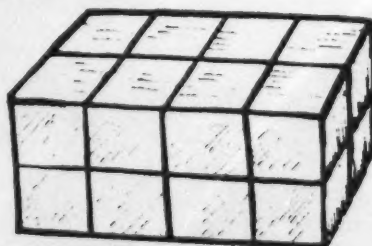
Quart _____



Gallon _____



Ounce _____



Pound _____

Unit 13

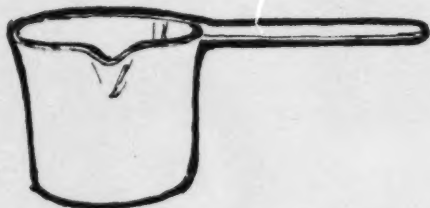
Measurement Skills

Practical Performance Exercise

Name: _____

Identifying Measuring Equipment and Their Uses

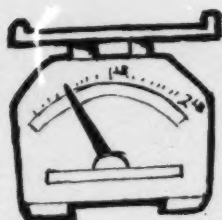
Matching: Match the correct utensil with its use.



A. Dry measuring cup

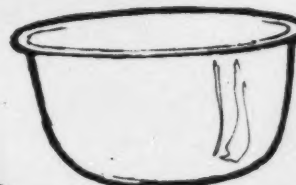


B. Measuring spoons



C. Spring-type scale

D. Straight-edged spatula



E. Mixing bowl



F. Liquid measuring cup

- ___ 1. Type of spoon used to measure small amounts of liquids, solids, or dry ingredients
- ___ 2. Used to measure liquids such as oil or milk
- ___ 3. Used to level off cups or spoons filled with ingredients
- ___ 4. Holds ingredients which have been measured
- ___ 5. Used to weigh ingredients
- ___ 6. Measures amounts of dry or solid ingredients

Unit 13

Measurement Skills

Practical Exercise Performance Checklist

Student _____ performed the following tasks

Tasks		Yes	No	Comments
Measurement Terms and Abbreviations				
1.	Identifies:			
	a. Measuring Cups			
	b. Spring-Type Scale			
	c. Measuring Spoons			
Measuring Liquids				
1.	Assembles needed equipment			
2.	Places measuring cup on flat surface			
3.	Correctly pours liquid into cup			
4.	Reads amount at eye level			
5.	Correctly measures various amounts			
6.	Returns equipment and cleans area			
Measuring Dry Ingredients				
1.	Locates equipment and ingredients			
2.	Fills spoon until slightly overflowing			
3.	Levels it off			
4.	Empties spoon into mixing bowl			
5.	Correctly measures various ingredients			
6.	Returns equipment and cleans area			
Weighing Ingredients				
1.	Locates equipment and ingredients			
2.	Places food to be weighed on the scale			
3.	Reads weight indicated on dial			
4.	Adjusts amount to obtain desired weight			
5.	Correctly weighs ingredients			
6.	Cleans and returns utensils			

Satisfactory-Should Move On ☐

Should Repeat This Unit ☐

Instructor's Signature

Date

Vocational Preparation Curriculum
FOOD SERVICE



Unit 14
Handling Money

Developed by: Mary Ann Kercher

Unit 14 Handling Money

Handling Money

After you study this unit, you should be able to:

1. Write and add a customer's ticket.
2. Know how a cash box or cash register drawer is organized.
3. Figure correct change for customers.

Show What You Can Do.

Check the statement that fits you best.

☐

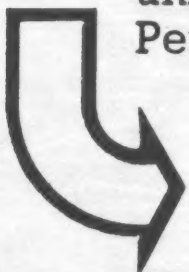
I can do all the tasks above and want to do the Practical Exercise Performance Checklist.



SEE YOUR INSTRUCTOR

☐

I want to study the information in this unit before doing the Practical Exercise Performance Checklist



TURN TO NEXT PAGE AND BEGIN

Unit 14 Handling Money

Introduction

One of the more important jobs for food service workers is to accept money for food from customers and make correct change for them. Mistakes in making change can cause problems for the customer and worker, as well as the employer.

Workers who handle money need to be accurate, honest, and quick. Some food service businesses will have cashiers to accept payment from customers and give them change. In other businesses these duties are handled by waiters and waitresses.

This unit will show you how to write and add a ticket, organize a cash drawer, and make change.

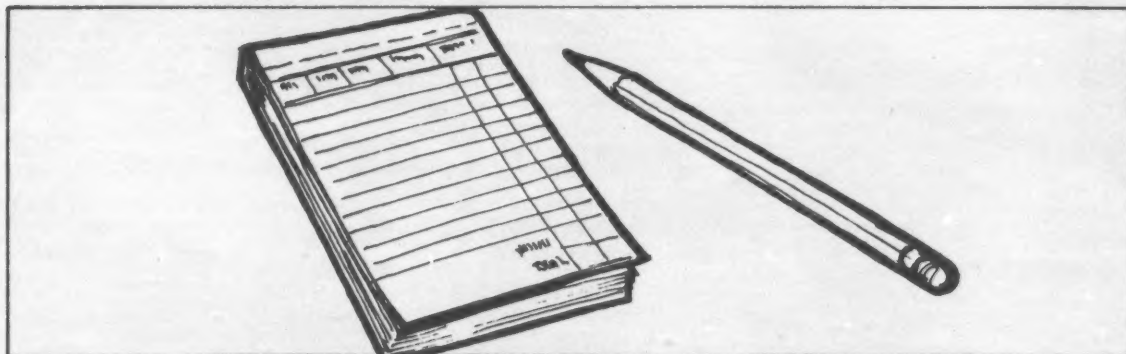


TURN TO NEXT PAGE

Unit 14 Handling Money

A. New Materials and Equipment Needed for Handling Money

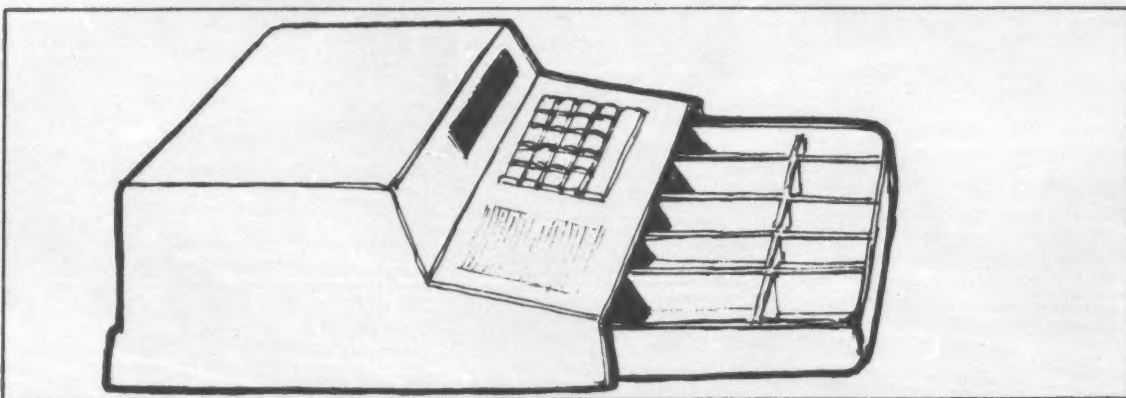
1. **Guest Ticket Pad:** Booklet of guest tickets for recording food orders



2. **Menu:** List of available food in a food service place



3. **Cash Register/Cash Box:** Container for holding money in certain locations



TURN TO NEXT PAGE

B. Guidelines For Handling Money

1. Check your work carefully to make sure your math is correct in adding tickets and in counting change.



2. Count money out loud.



3. Always be polite and thank the customer.



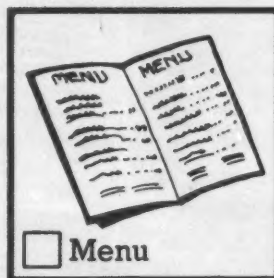
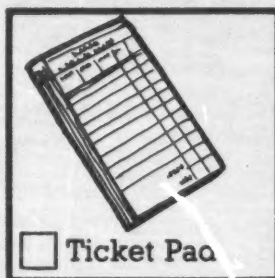
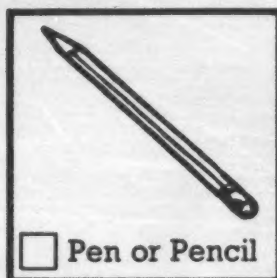
4. Follow your employer's rules about accepting personal checks or credit cards.



TURN TO NEXT PAGE

C. Writing and Adding a Ticket

1. Find and check off the following:



2. Write your initials or first name in the box marked "Server".

[illegible]

3. If the ticket is not numbered, put the ticket number in box marked "Check No."

--	--	--	--

mom's lunches			
new hartford, missouri			
SERVER MAK.	PERSONS	TABLE	CHECK NO. 82
			TAX
			TOTAL

4. Ask customers if meals should be on one ticket or if they want individual tickets.



5. Write the number of persons who will be ordering on this ticket in the box marked "Persons".

mom's lunches			
new hartford, missouri			
SERVER	PERSONS	TABLE	CHECK NO.
M.A.K.	3		82

6. Record table number in box marked "Table."

mom's lunches			
new hartford, mo			
Server	Persons	Table	Check No
M.A.K.	3	18	82

7. Start with one customer and work around table taking the customers' orders.

mom's lunches			
new hartford, mo			
Server	Persons	Table	Check No.
M.A.K.	3	18	82
①	Hamburger,		
	french fries		
	coke		
②	Special with		
	potatoes and		
	milk		
③	coffee		
	Fried chicken		
	green beans		
			TAX
			TOTAL



NOTE!

Number each customer so you can keep tickets and customers in order. Abbreviate to save time.

8. Put price of each item in the amount column next to item.

mom's lunches			
new hartford, mo			
Server	Persons	Table	Check No.
M.A.K.	3	18	82
①	Hamburger,		.95 ⁰⁰
	french fries		.50 ⁰⁰
	coke		.45 ⁰⁰
②	Special with	1.	.95
	potatoes and		.70
	milk		.50
③	coffee		.30
	Fried chicken	2	.95
	green beans		.85
			TAX
			TOTAL



9. Add all prices listed in the amount column.

mom's lunches			
new hartford, mo			
Server M.A.K.	Persons 3	Table 18	Check No. 82
① Hamburger,			95
french fries			.50
coke			.45
② Special with		1	.95
potatoes and			.70
milk			.50
③ coffee			.30
Fried chicken		2	.95
green beans			.85
			9.15
		TAX	
		TOTAL	

10. Write amount of tax to be charged in the amount column beside the word "Tax".

mom's lunches			
new hartford mo			
Server M.A.K.	Persons 3	Table 18	Check No. 82
① Hamburger,			95
french fries			.50
coke			.45
② Special with		1	.95
potatoes and			.70
milk			.50
③ coffee			.30
Fried chicken		2	.95
green beans			.85
			9.15
		TAX	.42
		TOTAL	

NOTE!

Use a tax chart to find right amount of tax.

11. Add total cost of ticket.

mom's lunches			
new hartford, mo			
Server	Persons	Table	Check No.
M.A.K.	3	18	82
① hamburger			95
french fries			.50
coke			.45
② Special with			1.95
potatoes and			.70
milk			.50
③ coffee			.30
fried chicken			2.95
green beans.			.85
			9.15
TAX			.42
TOTAL			9.57

NOTE!

Recheck all prices and additions!

12. Write a thank you and your name on back of ticket.



13. Give ticket to customer face down.



14. Practice taking and figuring orders. Ask your supervisor to check your work.

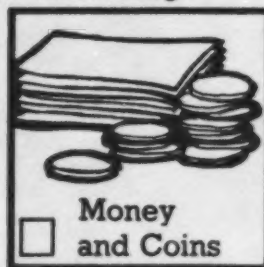
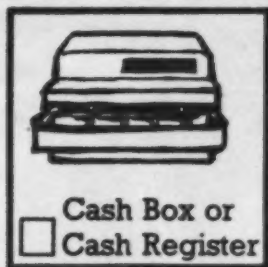


15. Return all equipment to correct places.

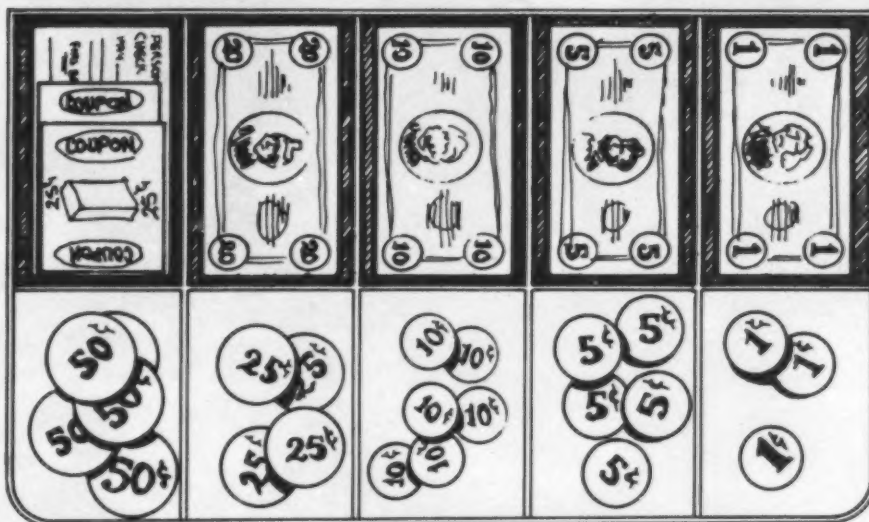
TURN TO NEXT PAGE

D. Organization of Cash Box or Cash Register Drawer

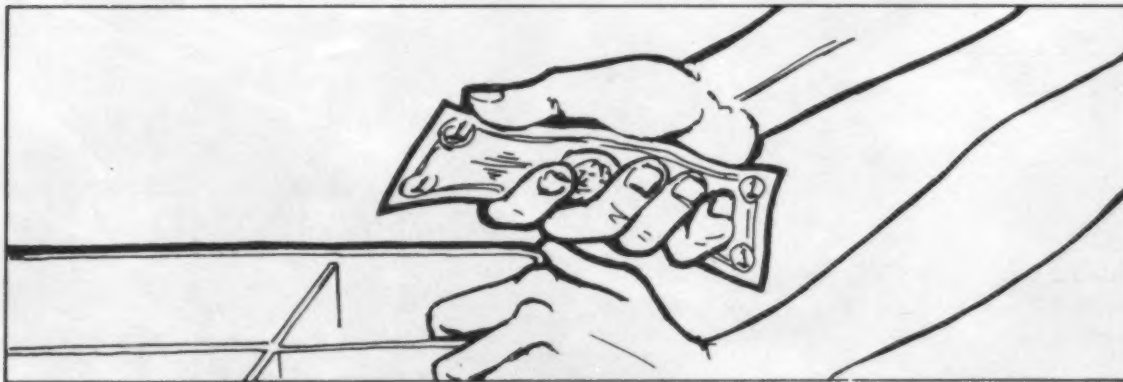
1. Find and check off the following:



2. Look at the picture below and see where each type of bill or coin is placed.



3. Practice placing bills and coins correctly in your cash box or drawer. Ask your supervisor to check your work.

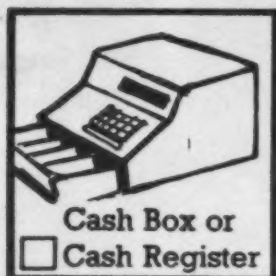


4. Return all equipment to the correct places.

TURN TO NEXT PAGE

E. Taking Cash and Giving Change

1. Find and check off the following:



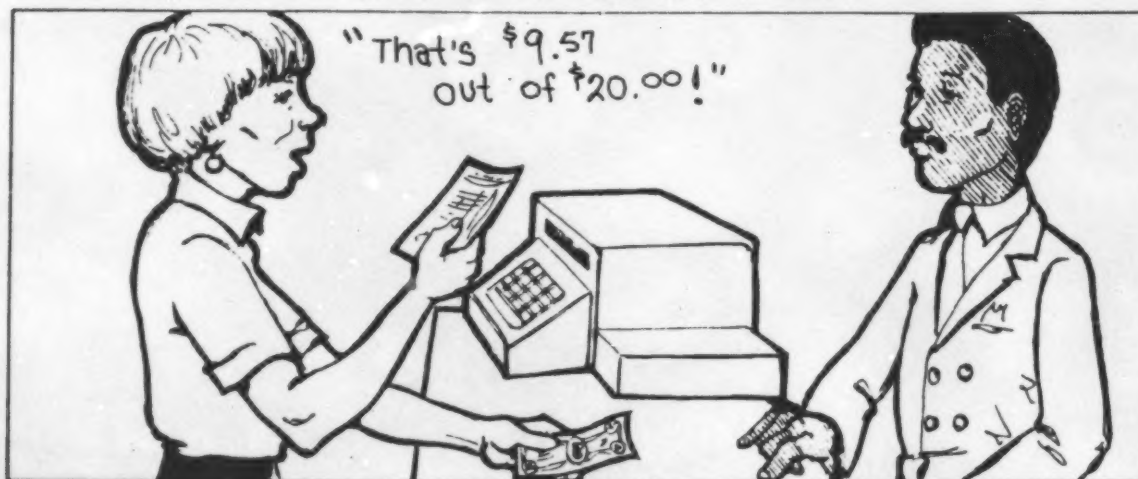
2. Take guest ticket and money from customer.



NOTE!

Quickly recheck prices and addition.

3. Say the amount of ticket and money out loud.



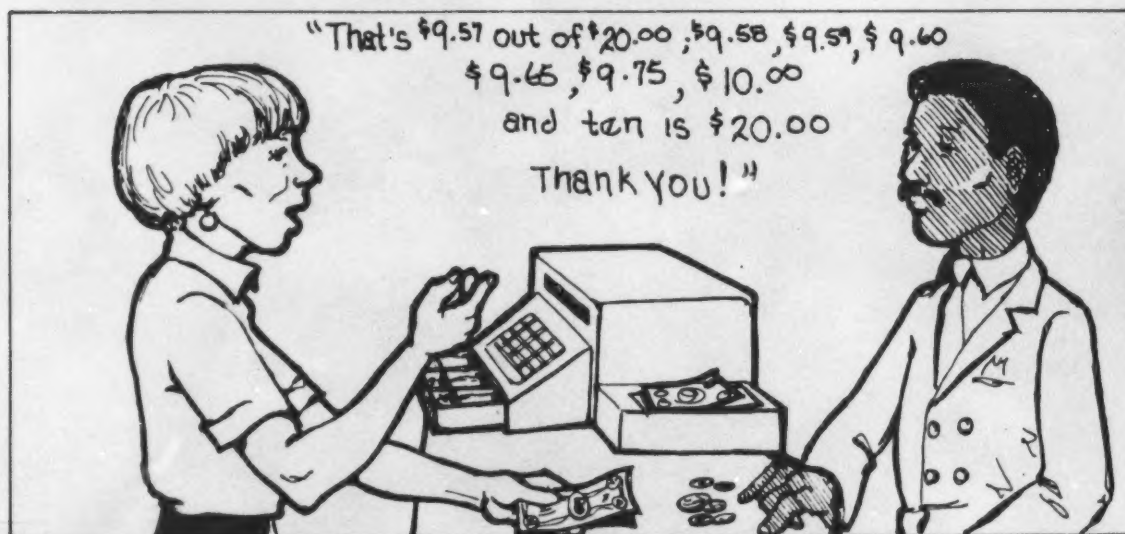
4. Place ticket and money in plain sight by the cash box or drawer.



5. Press correct keys to record sale on cash register.



6. Count correct change out loud as you hand it to customer.
Thank customer as you finish.



NOTE!

Hand bills to customer face up.

7. Place money from customer in drawer and close it.



8. File guest ticket in correct place.

9. Practice making change using other guest tickets with your supervisor.



SEE YOUR INSTRUCTOR

Unit 14

Handling Money

Try answering the following questions:

1. Why should money in a cash drawer be arranged in the same order each day?

2. Why should a cashier always count change out loud to a customer?

3. Why do you think it is important to put the number of people being served on a check?

4. Name two reasons why it is important to always be polite and friendly to customers.

SEE YOUR INSTRUCTOR

Unit 14 Handling Money

Practical Performance Exercise

Name: _____

Money Matters

Directions: Put the correct money in the correct cash drawer.



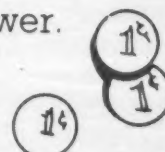
J. Ones



C. Dimes



D. Tens



B. Pennies



G. Twenties



A. Checks



F. Quarters



I. Half Dollars



E. Fives



H. Nickels

Unit 14

Handling Money

Practical Exercise Performance Checklist

Student _____ performed the following tasks

Tasks		Yes	No	Comments
Writing and Adding a Ticket				
1.	Assembles needed equipment			
2.	Fills in server box and check number on ticket			
3.	Writes number of persons and table number on ticket			
4.	Writes customers' orders and prices			
5.	Adds prices plus tax			
6.	Adds total cost of ticket			
7.	Rechecks prices and addition			
8.	Puts a thank you and name on ticket back			
9.	Gives ticket to customer face down			
10.	Returns all equipment			
Organizing Cash Drawer or Cash Box				
1.	Assembles needed equipment			
2.	Correctly places bills and checks			
3.	Correctly places coins and roll coins			
4.	Puts away all equipment			
Taking Cash and Giving Change				
1.	Assembles needed equipment			
2.	Takes ticket and money from customer			
3.	Says amount of ticket and money out loud			
4.	Places money and ticket in plain sight			
5.	Records sale on cash register			
6.	Counts change out loud and hands it to customer			
7.	Places money from customer in cash drawer and closes drawer			
8.	Files guest ticket			
9.	Returns all equipment			

Satisfactory-Should Move On ☐
Should Repeat This Unit ☐

Instructor's Signature _____

Date _____

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14-18